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ABSTRACT

Intended for use as a resource in the planning and delivery of career education, this guide contains instructional activities for grades 6, 7, and 8. Materials are divided into the three grade levels. Each section begins with a listing of career education objectives and behaviors. Learning activities are provided that correspond to the behaviors within the six major groupings of objectives: basic work habits and skills; decision-making skills; interests, aptitudes, and talents; career planning; career clusters; and career exploration. For each behavior that is applicable to the particular grade level, a number of activities are described. Worksheets, survey sheets, sample materials, inventories, information sheets, handouts, tests, and/or any other material necessary to complete the activities are included. A list of print resources for the grade level concludes each section. (YLB)

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SUCCEED
IN
THE WORLD OF WORK

A Handbook to Motivate the Teaching of Career Education

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CE 037 100

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Draft copies of the guide were compiled and edited by Mary Beth Adams. Content review was provided by Niel Carey and Paul Harr. Karen Abey, Wanda Creighton, Judith Edgar, and Carol Williamson assisted in proofreading the contents.

Robert Tolley designed the cover. Karen Abey and Wanda Creighton typed the manuscript.

INTRODUCTION

In "The Mission of Schooling," a policy statement of the Maryland State Board of Education, schooling is defined as that set of learning experiences which lead to effective and satisfying adulthood. To be effective and satisfied as an adult, each individual must be prepared to successfully operate in a variety of settings, one of which is the World of Work. "The Mission of Schooling" offers an encompassing rationale for providing students an effective instructional program in career education.

> "One's job is the source of economic survival and remains a primary source for one's identity. Schooling should lead to a salable skill and assistance in securing employment upon graduation for all who wish it. All public school youth should be aware of the options and opportunities of the world of work without racial and sexual bias. All should know and understand the advantages and disadvantages of pursuing post-secondary education and, thus, should emerge with realistic expectations of the work experience. Such realistic expectations are, in part, dependent on our understanding that the speed of technological change dooms any attempt to teach skills that will last a lifetime. We must help people to respond flexibly to changes we cannot begin to predict."

The Maryland State Department of Education is requiring that each local educational agency provide to students at some time while they are enrolled in grades K-12, at a minimum, instruction in the World of Work, in accordance with the related objectives as listed in the Declared Competencies Index. Also, at some time during grades 8-12 all students are to have the opportunity to complete the following three activities as part of their instructional program: (1) Develop and update an individual career plan for at least two consecutive years, (2) Participate in job interview simulations, (3) Complete a qualifications brief or a resume acceptable for employment.

This guide has been developed according to the definition, objectives, and behaviors identified by the Maryland State Department of Education's Five-Year Plan for Career Education, and is to be used by teachers as a resource in the planning and delivery of career education.

Although Project Basic World of Work objectives are specifically designated to the language arts curriculum, the implementation of the total scope and sequence of middle school career education objectives and behaviors is to be a shared responsibility of all teachers.

The broad objectives to be covered in grades six through eight require students to acquire behaviors in the following:

1. Demonstrating basic work habits and skills; e.g., punctuality, interpersonal skills.
2. Demonstrating decision-making skills.

3. Demonstrating assessment and consideration of interests, aptitudes, and talents.
4. Developing an individual career plan.
5. Demonstrating a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.
6. Demonstrating career exploration and pre-vocational skills.

Effective implementation of the middle school career education curriculum will require the combined knowledge base, resources, and planning efforts of both the instructional teams and the guidance department. Media specialists can assist teachers by providing career related print and non-print materials that would directly support instruction. School media centers are excellent places in which to maintain career centers.

The instructional activities included in this guide are subject to teacher modification, when necessary, to accommodate individual student needs and learning styles. In providing for diversity within the instructional process, continual exploration of methods for reaching individual students is a must. Teachers should strive for an adequate balance of experiential and hands-on activities, as well as written assignments, in their efforts to implement the career education content. It is also quite important that students be provided an opportunity to synthesize information gained during the career exploration process, in order that more realistic career plans and goals result.

DORCHESTER COUNTY CAREER EDUCATION SCOPE AND SEQUENCE

Objectives and Behaviors

1.0 ELEMENTARY SCHOOL

1.1 Develop initial levels of self-awareness.

1.1.1 Describe characteristics of self: physical, social, emotional.
1.1.2 Identify areas of personal strength, ability, and talent.
1.1.3 Compare self-characteristics with the characteristics of others.

1.2 Demonstrate basic work habits and skills.

1.2.1 Demonstrate personal pride in work accomplished.
1.2.2 Demonstrate punctuality and good attendance.
1.2.3 Demonstrate the ability to respond positively to direction and instruction.
1.2.4 Demonstrate the ability to relate to peers and teachers.

1.3 Demonstrate knowledge of broad categories of work and workers.

1.3.1 Describe the work done by various kinds of people in the community.
*1.3.2 List the benefits that people derive from their work.
1.3.3 Identify ten career clusters and list different jobs in each.

2.0 MIDDLE SCHOOL

2.1 Demonstrate basic work habits and skills.

*2.1.1 List the advantages that people derive from their work.
*2.1.2 Identify qualities and skills that employers often seek in job applicants.
2.1.3 Demonstrate willingness to accept responsibility for one's actions.
2.1.4 Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
2.1.5 Demonstrate interpersonal and human relations skills.

2.2 Demonstrate decision-making skills.

*2.2.1 List sequentially the steps and procedures involved in making education and career decisions.
2.2.2 List four kinds of information needed to make career decisions.

2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.

2.3.1 Recognize that several types of individuals may perform in the same job or occupation.
2.3.2 Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
2.3.3 Identify personal interests, aptitudes, and talents.

2.4 Begin the development of an individual career plan.

2.4.1 Identify the major elements of a career plan.
2.4.2 Recognize that one's goals and the methods of attaining those goals may change.
2.4.3 Recognize that career decisions begin early and continue throughout one's lifetime.
2.4.4 Recognize the importance of alternatives in any plan.
2.4.5 Develop an individual educational/career plan which includes high school program selections, tentative career goals, and alternative ways to reach those goals.

2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.

2.5.1 Describe career clusters.
2.5.2 List jobs in each of the clusters.
*2.5.3 List the knowledge, training and skill requirements of various jobs in each cluster.
*2.5.4 Identify school subjects which help develop skills, knowledge, and training needed in specific jobs.

2.6 Demonstrate career exploration and prevocational skills.

2.6.1 Participate in and describe two or more career exploration or prevocational activities.

*2.6.2 Use school and community resources to obtain career information.

3.0 HIGH SCHOOL

3.1 Demonstrate basic entry level skills related to finding and keeping employment.

*3.1.1 Demonstrate skills, attitudes, and behaviors important for a job interview.
3.1.2 Demonstrate the ability to apply basic skills in a work setting.
3.1.3 Define personal qualities and skills needed for work success.
*3.1.4 Identify educational opportunities available in selected careers.
*3.1.5 Describe the importance of time in a work setting.
*3.1.6 Describe and demonstrate responsible behavior appropriate for a particular work setting.

*3.2 Demonstrate knowledge of the nature, structure, and requirements of work.

*3.2.1 Describe the basic requirements for employment in specific jobs.
*3.2.2 Identify and describe various ways of entering the world of work.
3.2.3 Choose, plan for, and enroll in appropriate classes or programs related to the individual's career objectives.

*Project Basic World of Work Competencies and Behaviors

*3.3 Demonstrate the ability to identify and relate personal qualities to employment.

*3.3.1 Identify employer and job opportunities in the local and surrounding communities.
*3.3.2 Match local occupational opportunities with personal interests and abilities.
*3.3.3 Identify job characteristics which may affect career choices.
*3.3.4 Identify occupations which relate to personal interests, aptitudes, and abilities.
*3.3.5 Identify criteria for selecting programs, schools, and courses designed to prepare an individual for a job.
3.3.6 Demonstrate the ability to perform and to learn satisfactorily in a work setting.

*3.4 Demonstrate career planning and development skills.

*3.4.1 Develop a profile of personal characteristics based on school work, test results, and extracurricular activities.
*3.4.2 Identify alternative personal career goals.
*3.4.3 Identify alternative ways for reaching career goals.
*3.4.4 Demonstrate skills in using school and community resources to obtain career information.
3.4.5 Develop long range career goals (3-5 years) as part of the career plan.

*Project Basic World of Work Competencies and Behaviors

GRADE 6

DORCHESTER COUNTY MIDDLE SCHOOL CAREER EDUCATION SCOPE AND SEQUENCE

Objectives and Behaviors

2.1 Demonstrate basic work habits and skills.

Grade		
6-8	*2.1.1	List the advantages that people derive from work.
6-8	*2.1.2	Identify qualities and skills that employers often seek in job applicants.
6-8	2.1.3	Demonstrate willingness to accept responsibility for one's actions.
6-8	2.1.4	Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
6-8	2.1.5	Demonstrate interpersonal and human relations skills.

2.2 Demonstrate decision-making skills.

8	*2.2.1	List sequentially the steps and procedures involved in making education and career decisions.
8	2.2.2	List four kinds of information needed to make career decisions.

2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.

7-8	2.3.1	Recognize that several types of individuals may perform in the same job or occupation.
7-8	2.3.2	Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
6-8	2.3.3	Identify personal interests, aptitudes, and talents.

2.4 Begin the development of an individual career plan.

6-8	2.4.1	Identify the major elements of a career plan.
6-8	2.4.2	Recognize that one's goals and the methods of attaining those goals may change.
6-8	2.4.3	Recognize that career decisions begin early and continue throughout one's lifetime.
6-8	2.4.4	Recognize the importance of alternatives in any plan.
8	*2.4.5	Develop an individual educational/career plan which includes high school program selections, tentative career goals, and alternative ways to reach those goals.

2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.

6-8	2.5.1	Describe career clusters.
6-8	2.5.2	List jobs in each of the clusters.

Grade		
6-8	*2.5.3	List the knowledge, training and skill requirements of various jobs in each cluster.
6-8	*2.5.4	Identify school subjects which help develop skills, knowledge, and training needed in specific jobs.
	2.6	Demonstrate career exploration and prevocational skills.
7-8	2.6.1	Participate in and describe two or more career exploration or prevocational activities.
7-8	*2.6.2	Use school and community resources to obtain career information.

*Project Basic World of Work Competencies and Behaviors

BASIC WORK HABITS AND SKILLS

BEHAVIOR: List the advantages that people derive from their work.

ACTIVITIES:

1. Ask students what work means to them. List all ideas on the board including positive and negative answers.

   -Introduce the scientific meaning of work as a "force or energy passing from one thing to another." As an outside assignment, have students ask a family member, "What does work mean in your life?"

   Sample Responses:

   Musician - way to find my identity, a means of self-expression, and requires dedication.

   Elderly School Crossing Guard - all work is enriching.

   Recreation Director - chance to make a difference, however slight, in the problems facing the community.

   -Have the students share their responses. Discuss major conclusions--such as work is a personal thing, a way to grow and discover yourself, a way to help others, a way to earn money to buy life's needs, etc.

   -Sample discussion questions that may be used with students:

   a. Can work be fun?
   b. How does the work you do in school and at home influence the kind of person you are?
   c. How long will your work remain part of you? Why?
   d. What are some non-paying jobs that adults do? What are some non-paying jobs that you do?
   e. How can your activities lead to a career?
   f. How can a hobby become a career?
   g. How does your work as a student contribute to your career?
   h. How are people's values reflected by their work?
   i. Why is it important to find a work role that is personally satisfying?
   j. How do you now define work?

2. Have students identify societal needs and problems confronting the community and the nation by scanning newspapers and magazines. Discuss how work can help meet these needs.

3. Have the students compare the meaning of job and career.

Basic Work Habits and Skills

4. Have students list six reasons people work. Write these on the chalkboard.

   -Have students listen to the tape and complete the worksheet, "Why People Work," in Learn About Careers, Hampden Publications, Inc.

   -Compare the answers on the worksheet with the answers predicted during this discussion.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Identify qualities and skills that employers often seek in job applicants.

ACTIVITIES:

1. To help students associate personality traits with particular career areas, have students give examples of jobs for each of the following personality traits:

   .the ability to persuade people
   .the ability to take orders
   .the ability to organize things
   .the ability to give orders
   .the ability to find information
   .the ability to solve problems
   .the ability to work with senior citizens
   .the ability to work with children

   -Compile student information on the chalkboard.

2. Discuss with students the fact that the same skills, habits, and attitudes that teachers help them to develop are the same as those preferred by employers. Frequently, continued employment and/or promotions depend on evaluation of worker skills, habits, and attitudes.

   -Have students complete the "Student Performance Review Worksheet" and/or the "Work Habits Rating Scale."
   -Discuss items receiving high ratings, those that need improvement, and the reasons for such ratings.
   -Have students relate the results of their performance reviews with similar job expectations in the world of work.

3. Provide students with appropriate job application forms to complete.

SOURCE: Career Education Workshop, Parker Publishing Co., Jan. 1981.

WORKSHEET *2.1.2

STUDENT PERFORMANCE REVIEW

Name _____ Date _____

Teacher _____ Subject _____

Categories	Rating	Comments
Knowledge and skills	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Quality of work	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Initiative (Works with minimum supervision)	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Attitude	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Dependability	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Willingness to accept responsibility	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	
Relationship with others	( ) Very Good ( ) Good ( ) Satisfactory ( ) Unsatisfactory	

Source: Career Education Workshop, Parker Publishing, May, 1981.

WORK HABITS RATING SCALE

DIRECTIONS:

Read each question. Place a check in the column on the right to indicate how you rate yourself on the work habit.

	Seldom	Often	Almost Always
Do I get assignments in on time?			
Do I get along well with others?			
Do I show respect for rules and procedures?			
Do I accept responsibility?			
Am I prompt (on time)?			
Am I pleasant when working with others?			
Am I persistent in completing a task?			
Do I stay calm when faced with a problem?			
Is my work neat?			
Do I take advantage of creative moments?			
Can I accept suggestions for improving my work?			
Do I make good use of time for work?			
Am I careful with equipment?			
Do I conserve materials?			
Do I show initiative?			
Am I willing to do extra work?			
Am I a good listener?			
Do I follow directions well?			
Do I concentrate on a task?			
Do I have good attendance?			
Am I a thoughtful decision maker?			
Do I explore new ways of doing things?			

From: Montgomery County Public Schools' Career Education Scope and Sequence K-12. 1982.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate willingness to accept responsibility for one's actions.

ACTIVITIES:

1. Relation of behaviors and their consequences.

   - Review the rules of the game "Simon Says" and explain that the class will be playing a game that helps show the meaning of some important vocabulary items.

   - Appoint one student to act as secretary.

   - Teacher should give various commands "Simon says, hop on one foot." "Simon says, raise your hands.", etc. Secretary should record each command.

   - Include in the commands some non-action words like "be tired", or "day-dream."

   - Put definition of behavior on chalkboard. Explain that the things the class did in the game were all behaviors. Ask students to tell which of the behaviors were acting behaviors, and which were thinking behaviors.

   - Explain that the things we do at school are behaviors. Ask class to suggest some; e.g., write, read, ask questions. The things we do outside school are also behaviors, e.g., ride bikes, eat supper, talk to friends.

   - Show the relationship between behavior and consequence on the chalkboard.

     Examples:

Behavior	Consequence
run	catch the bus
eat	not feel hungry
raise hand	get called on
smile	people smile back

   - Review definitions of consequence, positive, negative, and appropriate.

   - Ask students to think of some positive and some negative consequences that might happen after a behavior, e.g., running for the bus.

SOURCE: SMASH, Howard County Public School System, 1979.

Basic Work Habits and Skills

- Review the following information with students:
  Behavior is what we do. Behavior can be actions or it can be thoughts. Consequences are what happens after behavior. They can be positive or negative. Appropriate behavior usually has pleasant consequences.

2. Different situations and places dictate appropriateness of behaviors.

   - Discuss with students the appropriateness of various behaviors in different school settings such as classrooms, cafeteria, halls, play area.

   - Discuss with students the appropriateness of various behaviors in different work settings such as offices, construction worksites, hospitals.

3. The Dorchester County Board of Education Discipline Policy indicates consequences for inappropriate school behaviors.

   - Discuss behaviors (fighting, smoking, selling of drugs, etc.) and their declared consequences.

   - Employers have company policy statements describing appropriate employee behavior. Discuss compliant and non-conpliant behaviors and probable consequences.

4. Personal Application

   - Ask students to name 3 behaviors they performed before coming to school.

   - Ask students to think of some positive consequences of studying for a math test.

   - Ask students to think of some positive and negative consequences of coming late to class.

   - Ask students to think of some consequences of coming late to work.

5. Responsibility is something that is learned, and usually adults regulate the amount of responsibility young people have until they learn to regulate themselves. Focus students' attention on the two types of personal control (external and internal) by having them complete the questions under "Who Is Responsible?" (See sample.)

   - Encourage discussion by asking:

     Why did you mark that item as you did?
     Does everybody have the same experiences?
     How do people get to be responsible?
     What responsibilities do you have now?
     What responsibilities will you have in the future?

What responsibilities are needed for a job you might like to have someday?

- Include the concept of peer pressure when discussing factors of personal control.

6. Responsibility can be related to expectations that we have for others, and the expectations they have for us. To help students think about these expectations, ask them to make a list similar to the one below and fill in items after each topic.

   Mother is responsible for:

   Father is responsible for:

   I am responsible for:

   My younger brother or sister is responsible for:

   My older brother or sister is responsible for:

   My teacher is responsible for:

   My best friend is responsible for:

- List five headings on the board: Teachers, Self, Older Sibling, and Younger Sibling. Ask students to give examples of responsibilities for each heading from their lists.

- Have students discuss:

  Do expectations seem to be related to age and work roles?
  Why do people expect others to accept certain responsibilities?

SOURCE: Bread and Butterflies. Agency for Instructional Television. Bloomington, Indiana, 1974.

WHO IS RESPONSIBLE?		
	ME	SOMEONE ELSE
1. FOR GETTING ME UP IN THE MORNING?		
2. FOR FIXING MY BREAKFAST?		
3. FOR PICKING THE CLOTHES I WEAR?		
4. FOR GETTING ME TO SCHOOL ON TIME?		
5. FOR MY NOT DISTURBING OTHER STUDENTS IN CLASS?		
6. FOR DOING MY HOMEWORK?		
7. FOR SETTLING ARGUMENTS THAT I GET INTO?		
8. FOR MY EATING THE RIGHT FOODS?		
9. FOR MY BEING HOME ON TIME?		
10. FOR CLEANING MY ROOM?		
11. FOR TAKING CARE OF MY BROTHERS AND SISTERS?		

TRANSPARENCY OR CHART

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.

ACTIVITIES:

1. Discuss the results of following or not following a plan to complete a particular task at home or at school.

2. Discuss the various ways of evaluating the completion of a particular home task or school assignment.

3. Discuss the importance of completion of homework assignments in determination of term grades. Students may develop plans for completing homework for a specific period of time. These plans may include the following:

   - Identification of the task to be completed

   - Targeted completion times

   - Determination of specific times during which to work on the assignment

   - Provision for additional time that may be added

   - Determination of specific location at which to complete the assignment with least distraction

   - Determination of materials and assistance that may be needed

   - Assessment of the finished product and review of the process

4. Students may elect to maintain a schedule of homework assignments for a week. (See sample.)

5. This particular objective may be taught in conjunction with the language arts research unit. Students would plan a particular project and follow the steps in the plan. Upon completion of the project they would discuss the merits of their particular plan and any changes that had become necessary.

SCHEDULE

STUDENT'S NAME _____

WEEK OF _____

HOMEWORK ASSIGNMENTS

	Monday	C	Tuesday	C	Wednesday	C	Thursday	C	Friday	C
Language Arts Type of Assignment										
Social Science Type of Assignment										
Math Type of Assignment										
Science Type of Assignment										

Check the block under C if the assignment is completed.

PLAN FOR COMPLETING ASSIGNMENTS:

1.

2.

3.

4.

5.

6.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate interpersonal and human relations skills.

ACTIVITIES:

1. Ideas for discussion:

   - We need to be aware of the importance of acquiring those skills which allow us to get along well with others.

   - The way we act toward other people and the way other people act toward us is called interpersonal relationships.

   - How we feel about ourselves can be affected by the success of our interpersonal relationships.

2. Questions for discussion:

   - What do your friends say or do that make you feel good?

   - What do your friends say or do that sometimes make you angry?

   - Make two columns on the board labeled "Good" and "Angry." Have students list several items under each word indicating things that make them feel good in their relationships and things that make them feel angry.

3. Some jobs can be done alone, while others require working together.

   - Have students list some activities or jobs that would require working together either at school, at home, or at play.

   - Have students list some occupations that would involve working alone.

   - Have students list some occupations that would involve working together.

   - Make two columns on the board labeled "Helpful" and "Not Helpful." Ask students to describe situations in which they feel helpful and describe situations in which they do not feel helpful. List responses under appropriate columns.

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Identify personal interests, aptitudes, and talents.

ACTIVITIES:

1. Lead a class discussion of the relationship between choosing a career and knowing one's interests, abilities, and talents.

   -Students, with teacher guidance, can complete the following survey sheets:

   All About Me
   Things I Am
   My Personal Characteristics
   My Activities

   -Students can review and interpret the survey sheets results.

   -These results can be compiled on the Personal Profile Summary Sheet.

   -This information may be used to help students select a career(s) to research.

2. Give students an interest inventory that categorizes their interests into three groups (worker functions) - people, data, and things. See People, Data, Things Interest Inventory.

3. Ask students to find pictures of different people who represent the three groups. The pictures can be categorized and used in developing posters related to the three areas. Such posters could be used in bulletin board displays.

4. Flash card activities may be used to reinforce the people, data, things classifications. On flash cards list different careers and have students identify these under the correct headings of people, data, or things.

   Example: Florist, chef, carpenter may be classified (people, data, or things).

ALL ABOUT ME

1. What I like to do is _____.
2. The hobbies I have or would like to have are _____
_____.
3. The clubs I belong to are _____.
4. What I most often do in my spare time is _____
_____.
5. Contests or competitions I have entered are _____
_____.
6. Subjects I like best in school are _____.
7. The sports and games I like best are _____
_____.
8. The kind of person I like best to be with is one who _____
_____.
9. The kind of things I like to read about are _____
_____.
10. The kind of jobs I like to do best now are _____.
11. The kind of work I think I would like to do in the future is _____
_____.
12. The place I spend most of my free time is _____.

MY ACTIVITIES

Using the scale

1 - very interested
2 - moderately interested
3 - not very interested

Indicate your interest in the following activities listed below.

__going fishing
__having parties
__participating in sports
__helping people
__organizing my desk
__coming up with original ideas
__acting
__learning about science
__being chairman of a committee
__studying and learning new things
__fixing toys and equipment
__taking care of my room
__being a member of a committee
__babysitting
__doing routine orderly tasks
__playing a musical instrument
__working alone
__sailing
__writing
__telling stories or jokes
__working in a group
__being outdoors
__working with numbers
__collecting things
__staying inside
__writing reports
__settling arguments
__teaching
__selling
__taking care of animals
__reading
__building things
__buying things
__arranging furniture
__singing
__solving problems
__making a bargain
__planning activities
__designing a project
__conducting an experiment
__keeping records
__distributing papers
__making a diorama
__participating in a science fair
__running for an office
__interviewing
__discovering a secret place
__entering a contest
__making a speech

From: Montgomery County Public Schools' Career Education Scope and Sequence K-12. 1982.

THINGS I AM

List 20 things that you like about yourself or that you do well. Don't hesitate to list "little" things like keeping a neat room, sight reading music, fixing things that break, or voluntarily getting up early.

1.

.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

MY PERSONAL CHARACTERISTICS

____helpful
____active
____pleasant
____orderly
____hard-working
____honest
____serious
____steady
____nervous
____graceful
____natural acting
____stubborn
____meek
____thoughtful
____curious
____scheming
____precise
____sensible
____sociable
____dependable
____intense
____logical
____courageous
____determined
____humorous
____neat
____clever
____polite
____patient
____eager
____shy
____alert
____bold
____cautious
____talkative
____honorable
____moody
____friendly
____practical
____thorough
____reasonable
____graceful
____reliable
____respectful
____sympathetic
____deliberate
____confident
____capable
____responsible
____tidy
____casual

Place a check beside any characteristic that describes you. Space is provided below for any additional words not included in the list.

_____ _____ _____ _____

From: Montgomery County Public Schools' Career Education Scope and Sequence K-12. 1982.

PERSONAL PROFILE

NAME _____

ADDRESS _____

TELEPHONE # _____

DATE OF BIRTH _____

EDUCATION:

My favorite subjects in school:

My favorite activities in school:

Special honors or awards received:

Extra curricular activities:

Hobbies and interests (things I like to do in my spare time):

Special skills, talents and/or abilities:

Three words that best describe me:

Jobs or job families that match my profile:

PEOPLE, DATA, THINGS

Read each group of activities. Circle the activity in each group that you would most like to do.

1. o play softball
   + build a model car
   * read a magazine

2. * do a crossword puzzle
   o plan a party
   + fix my bike

3. * write a report about careers
   + build a model bridge
   o put on a class play

4. o babysit for a child
   + paint my bicycle
   * write a story for your school newspaper.

5. + collect coins
   o play monopoly
   * take notes at a meeting

6. o help in a political campaign
   + make crafts
   * design ways to arrange desks in the classroom

7. o work as a volunteer in a nursing home or hospital
   + work taking photographs
   * work in a science laboratory

8. + build a clubhouse
   o be leader of a group
   * keep score for the basketball team

9. o go to a dance
   * organize my tape collection
   + install a new turntable in a stereo

10. * make a campaign speech
    + cut grass
    o sell things door-to-door

PEOPLE, DATA, THINGS

SUMMARY

Count the number of answers you chose for each symbol. Your interest area will be determined by the symbol having the highest number of answers.

* - Represents data

\+ - Represents things

° - Represents people

Questions for student discussion:

1. Do you see yourself as someday having a job dealing with people, data, or things?

2. Did the results of your interest inventory surprise you, or were the results what you had anticipated? Why? Why Not?

CAREER PLANNING

BEHAVIOR: Identify major elements of a career plan.

ACTIVITY:

Have students review the information they recorded while doing the activities for behavior 2.3.3, identify personal interests, aptitudes, and talents.

- Ask them to complete the Self Reported Profile for grade 6 in their career folders.

- Discuss the importance of completing such information to provide a basis for an individual career plan to be developed later.

CAREER PLANNING

BEHAVIOR: Recognize that one's goals and the methods of attaining those goals may change.

ACTIVITY:

Have students list as many of their life goals as possible, then rank them from the most important to the least important.

- These lists can be placed in a class "Time Capsule" to be opened during the 8th grade study of careers. Eighth graders can list their present life goals to serve as a basis of comparison with those of three years prior.

- Emphasize that career decisions begin early and continue throughout one's lifetime.

CAREER PLANNING

BEHAVIOR: Recognize the importance of alternatives in any plan.

ACTIVITIES:

1. What Would You Like To Do?

   - To see how their ideas change, make charts, one at the beginning and another at the end of the year, listing what each child wants to be when he/she grows up. Initiate this activity with the poem, "What Would You Like To Do?" by Gayle L. Kloppenburg:

     What kind of work would you like to do?
     When you're all grown up and not in school?
     Would you like to be a doctor who helps make people well?
     Would you like to be a salesman with something fine to sell?
     Would you like to be a pilot flying high up in the air?
     Or a fireman or a policeman helping people everywhere?
     Would you like to teach nice boys and girls to read and write and spell?
     Whatever job you choose to do, work hard and do it well!

2. Exploring Alternatives

   - In this activity, various situations are introduced to students. Alternative ways of dealing with the situations can be discussed. Students can assess the value of each alternative by focusing on how its consequence affects the end result.

   - Possible situation: You are given a homework assignment due to the next day.

   - Alternatives in completing the assignment:

     a. Do the assignment during allowed classtime.
     b. Do the assignment during time that is supposed to be spent doing something else.
     c. Do the assignment as soon as you get home from school.
     d. Do the assignment after dinner.
     e. Do the assignment before bedtime.
     f. Get up early to do the assignment.
     g. Do the assignment in homeroom.
     h. Do the assignment in another class.
     i. Don't do the assignment at all.

   - Students can discuss how each alternative affects the quality of the finished assignment.

CAREER CLUSTERS

Although the Dictionary of Occupational Titles is to be used as a primary reference for career exploration purposes, students should be aware of other cluster systems such as those from the U.S. Department of Education and from the Occupational Outlook Handbook. Teachers should refer students to the career divisions designated for each respective grade during the exploration process. Career education objectives which deal with clusters and the knowledge, training and skills required for representative jobs in those clusters, may be approached in a variety of ways. An individual teacher's approach will depend upon student interests and aptitude, availability of materials, and specific content objectives which need to be met. Following are some examples of approaches which teachers may wish to consider in order to give a broad overview of the nine clusters and the knowledge, training, and skills necessary for specific occupations:

1. Based upon individual interests areas, students or groups of students may select and explore one representative jobs from each.

2. Teachers may decide to focus on the clusters one at a time and explore with the students a variety of representative jobs from each.

3. The teacher may choose to have students be responsible for identifying a number of occupations to represent each cluster.

4. The teacher may wish to have different groups of students study and share with the entire class the knowledge, training, and skills required for several specific jobs under each cluster.

CAREER CLUSTERS

Career Clusters (From the U.S. Department of Education)	OOH Occupational Clusters (From the Occupational Outlook Handbook 1982-83 Edition)
Agribusiness	Administrative and Managerial Occupations
Business and Office	Engineers, Surveyors, and Architects
Communications and Media	Natural Scientists and Mathematicians
Construction	Social Scientists, Social Workers, Religious Workers, and Lawyers
Consumer and Home Economics	Teachers, Librarians, and Counselors
Environmental and Natural Resources	Health Diagnosing and Treating Practitioners
Fine Arts and Humanities	Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician Assistants
Health	Health Technologists and Technicians
Hospitality and Recreation	Writers, Artists, and Entertainers
Manufacturing	Technologists and Technicians, except Health
Marketing and Distribution	Marketing and Sales Occupations
Personal Service	Administrative Support Occupations, including Clerical
Public Service	Service Occupations
Recreation and Hospitality	Agricultural and Forestry Occupations
Transportation	Mechanics and Repairers
	Constructive and Extractive Occupations
	Production Occupations
	Transportation and Material Moving Occupations
	Helpers, Handlers, Equipment Cleaners, and Laborers
	Military Occupations

CLUSTERS AND DIVISIONS FOR 6th GRADE EXPLORATION

0/1	PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS
05	Occupations in social sciences
09	Occupations in education
12	Occupations in religion and theology
14	Occupations in art
19	Miscellaneous professional, technical, and managerial occupations
2	CLERICAL AND SALES OCCUPATIONS
22	Production and stock clerks and related occupations
24	Miscellaneous clerical occupations
25	Sales occupations, services
3	SERVICE OCCUPATIONS
30	Domestic service occupations
34	Amusement and recreation service occupations
27	Protective service occupations
4	AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS
41	Animal farming occupations
46	Hunting, trapping, and related occupations
5	PROCESSING OCCUPATIONS
50	Occupations in processing of metal
51	Ore refining and foundry occupations
52	Occupations in processing of food, tobacco, and related products
6	MACHINE TRADES OCCUPATIONS
60	Metal machining occupations
64	Paperworking occupations
67	Occupations in machining stone, clay, glass, and related materials
7	BENCHWORK OCCUPATIONS
70	Occupations in fabrication, assembly, and repair of metal products
73	Occupations in fabrication and repair of products made from associated materials
8	STRUCTURAL WORK OCCUPATIONS
84	Painting, plastering, waterproofing, cementing, and related occupations
89	Structural work occupations
9	MISCELLANEOUS OCCUPATIONS
91	Transportation occupations
93	Occupations in extraction of minerals
96	Amusement, recreation, motion picture, radio and television occupations

CAREER CLUSTERS

BEHAVIORS: Describe career clusters.
List jobs in each of the clusters.

ACTIVITIES:

1. Have students brainstorm to develop a list of jobs to be placed on the chalkboard.

   - Remind students that there are numerous ways to categorize jobs.

   - Refer to the People, Data, Things Inventory listed with the behavior to identify personal interests, aptitudes, and talents. Have students categorize the list of jobs under the headings people, data, or things.

2. Have students discuss the job descriptions skilled, semi-skilled, and unskilled. Using the same list of jobs, categorize according to these three headings.

3. Introduce students to the Dictionary of Occupational Titles (DOT) as being the main resource to be used for categorizing jobs. Develop definitions for cluster and category.

   - Discuss the Dewey Decimal System numerical organization used in a library or media center. Compare this to the numerical organization of the DOT where:

     1-digit indicates cluster
     2-digits indicate division
     3-digits indicate group
     9-digits indicate job

   - The last fourth of the DOT is an alphabetical index of the 20,000 occupations listed in the book. Have students contrast the DOT to an ordinary dictionary.

   - Use the sample DOT Career Cluster Organization Diagram to show students how a particular cluster and its job possibilities are organized.

   - Help students complete one of the blank DOT Career Cluster Organization Diagrams by filling in appropriate divisions, groups, and jobs under a selected cluster. Students can then complete a diagram related to a cluster that interests them.

4. The Encyclopedia of Careers and Vocational Guidance and the Occupational Outlook Handbook are to be presented as two additional resources that my used in career exploration.

Career Clusters

5. Many people use the terms career, job, and occupation without thinking too much about their exact meaning. Students need to understand what these terms mean as they begin to set goals and make plans for their future. An example of one worker's work patterns may help students understand these terms. Provide students with the following information:

> "Susan Marino has pursued a career in aviation. She enrolled in an aviation mechanics vocational program in high school and continued her training in this area at a community college. Upon completion of her training, she worked as an airplane mechanic's helper at the Easton Airport. After two years, she was able to get a better paying job as an airplane mechanic's helper with Eastern Airlines at BWI. Within a short time, Susan was able to pass the federal test and become a certified aircraft mechanic. She was then promoted to aircraft mechanic. The following year, she was transferred to Washington National Airport, given an increase in salary, and asked to supervise two mechanic's helpers. She was also given a salary increase.
>
> Susan's career in the aircraft industry has consisted of two occupations - mechanic's helper and mechanic, and four jobs - two as an aircraft mechanic's helper and two as a mechanic."

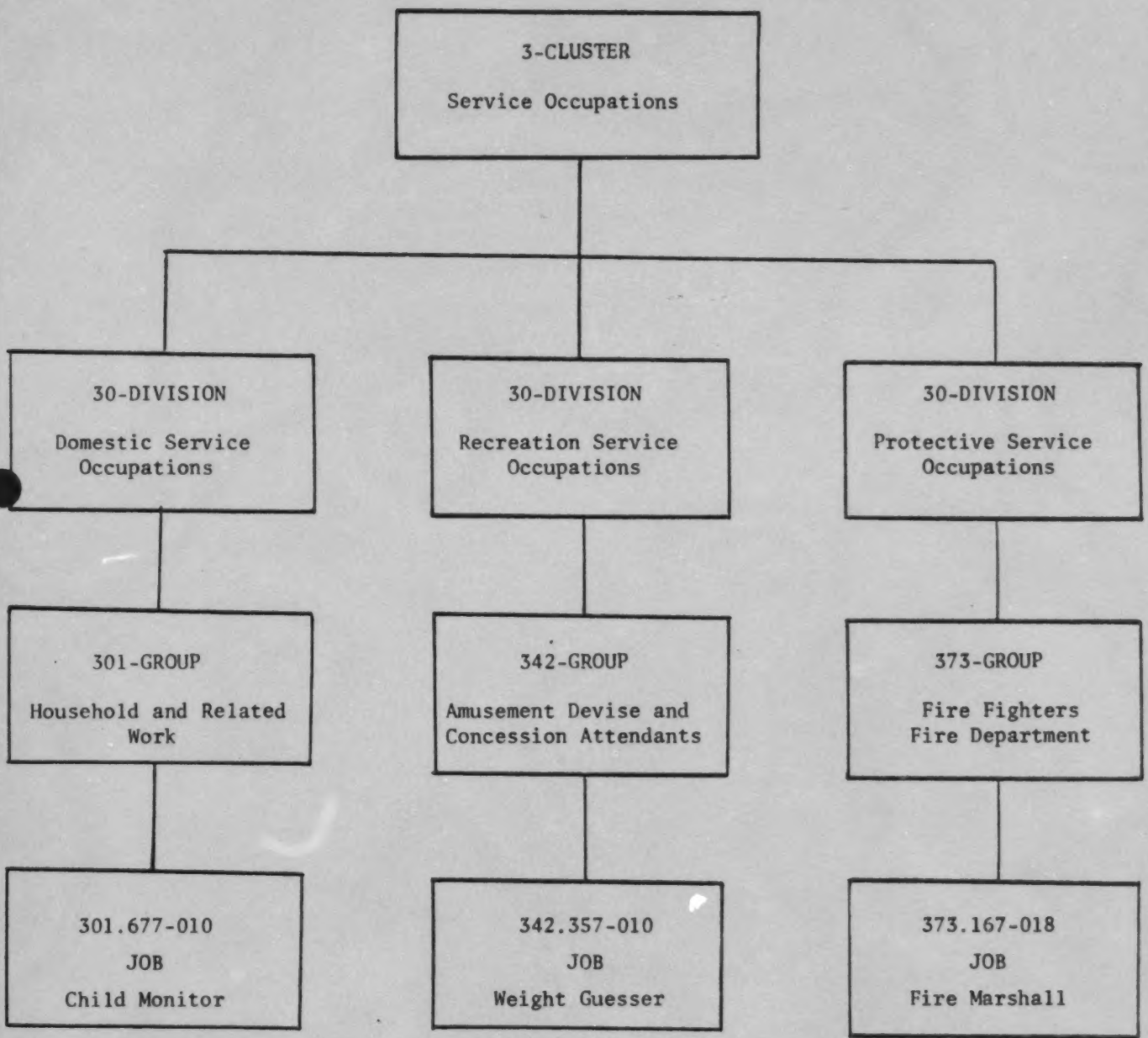
-Chart the following information to help students see how jobs and occupations fit together to form a career.

Career Cluster:	Transportation
Career:	Aviation Industry
Occupation:	Airport mechanic's helper (D.O.T. number 621.684.010)
	Jobs: Aircraft mechanic's helper (Easton Airport) Aircraft mechanic's helper (BWI Airport)
Occupation:	Aircraft mechanic (D.O.T. number 621.281.014)
	Jobs: Aircraft mechanic (BWI Airport) Aircraft mechanic (Washington National Airport)

-Have the students discuss the following questions:

Can you describe a career of someone you know?
Do you know of people who have changed jobs? Occupations?
Why would people be more likely to change jobs or occupations than careers?
Have you ever heard of the term "career path"?
What do you think this term means?
Have you identified a career that you may wish to pursue?
What occupations will be involved in the career in which you are interested?

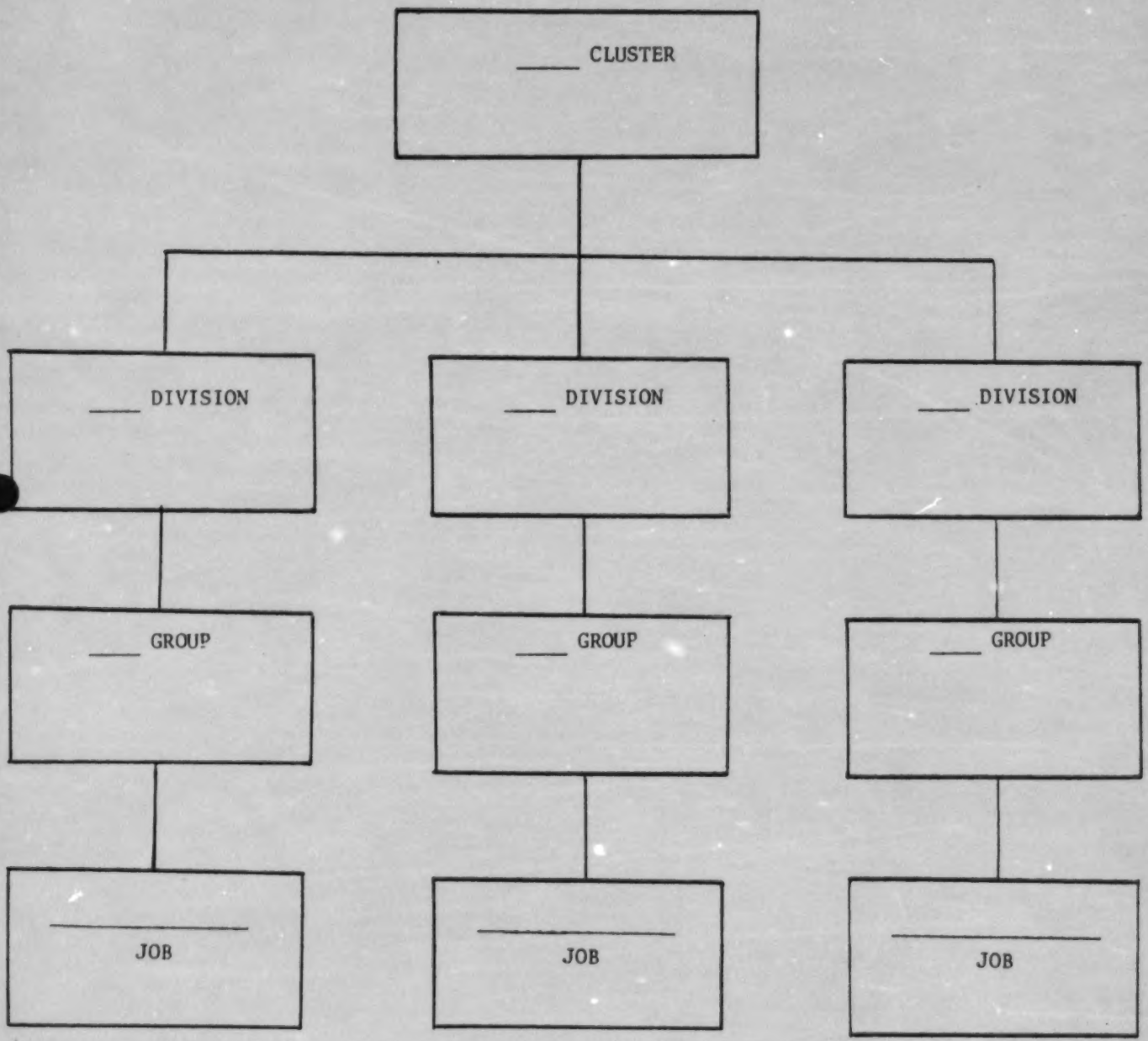
CAREER CLUSTER ORGANIZATION DIAGRAM



EXPLANATION OF NUMBERS:

1 digit - indicates Cluster
2 digits- indicates Division
3 digits- indicates Group
9 digits- indicates Job

CAREER CLUSTER ORGANIZATION DIAGRAM



Fill in blanks with:
1 digit to indicate a cluster
2 digits to indicate a division
3 digits to indicate a group
9 digits to indicate a job

CAREER CLUSTERS

BEHAVIORS: List jobs in each cluster.
List the knowledge, training, and skill requirements of various jobs in each cluster.

ACTIVITIES:

1. Clusters and Classified Ads

   - Have students bring in the classified ads section from the newspapers for several days.

   - Divide the class into smaller groups and give each group the different career clusters (DOT.)

   - Have students decide what cluster area jobs are available in their area. This is good exercise for classifying jobs into correct clusters.

   - Students can cut out, list or group job advertisements under the appropriate cluster work title.

   - Encourage discussion by asking the following questions:

     Which cluster appears to have the most jobs available?

     Did the jobs that required more training, knowledge, and skills have more or less vacancies?

     Which cluster group advertised most frequently? least frequently? Which did not advertise at all?

     What might you have to do if you wanted a job in a cluster area that has few offerings?

     What advantages or disadvantages might the skilled laborer have over the unskilled laborer?

2. Webbing and Outlining

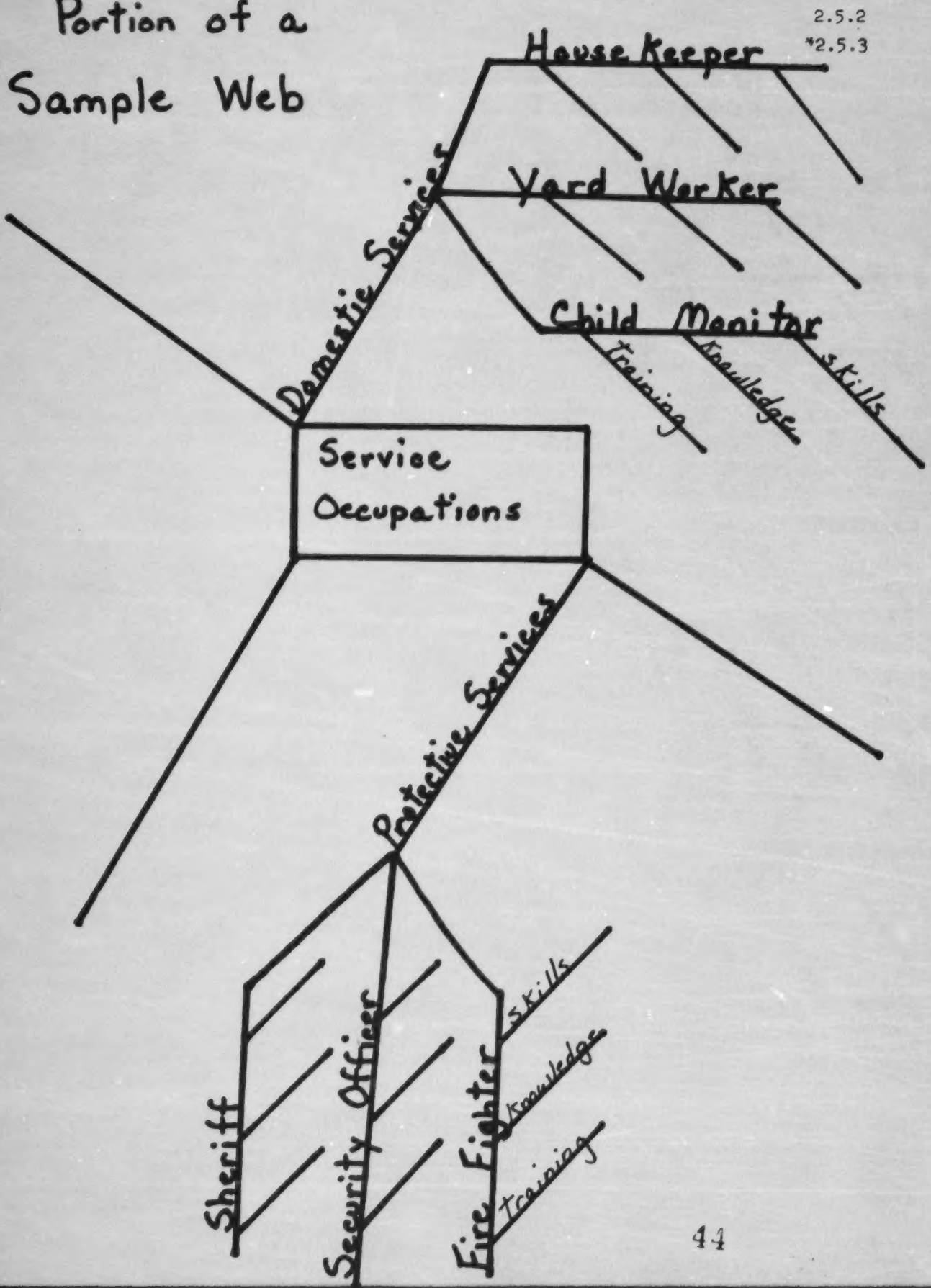
   - Introduce the occupational clusters, divisions, groups, and representative jobs by webbing on the chalkboard. Refer to pages 8 through 16 in the Succeed in Writing handbook for procedures related to using the webbing process. A portion of a sample web is included for teacher information. The cluster with related divisions and jobs has been included. The part of the web to be completed deals with the knowledge, training, and skill requirements of the particular job. Students can research this information by using the DOT.

   - The class can brainstorm various portions of a web. Then individuals or groups of students can complete the sections concerning knowledge, training, and skill requirements.

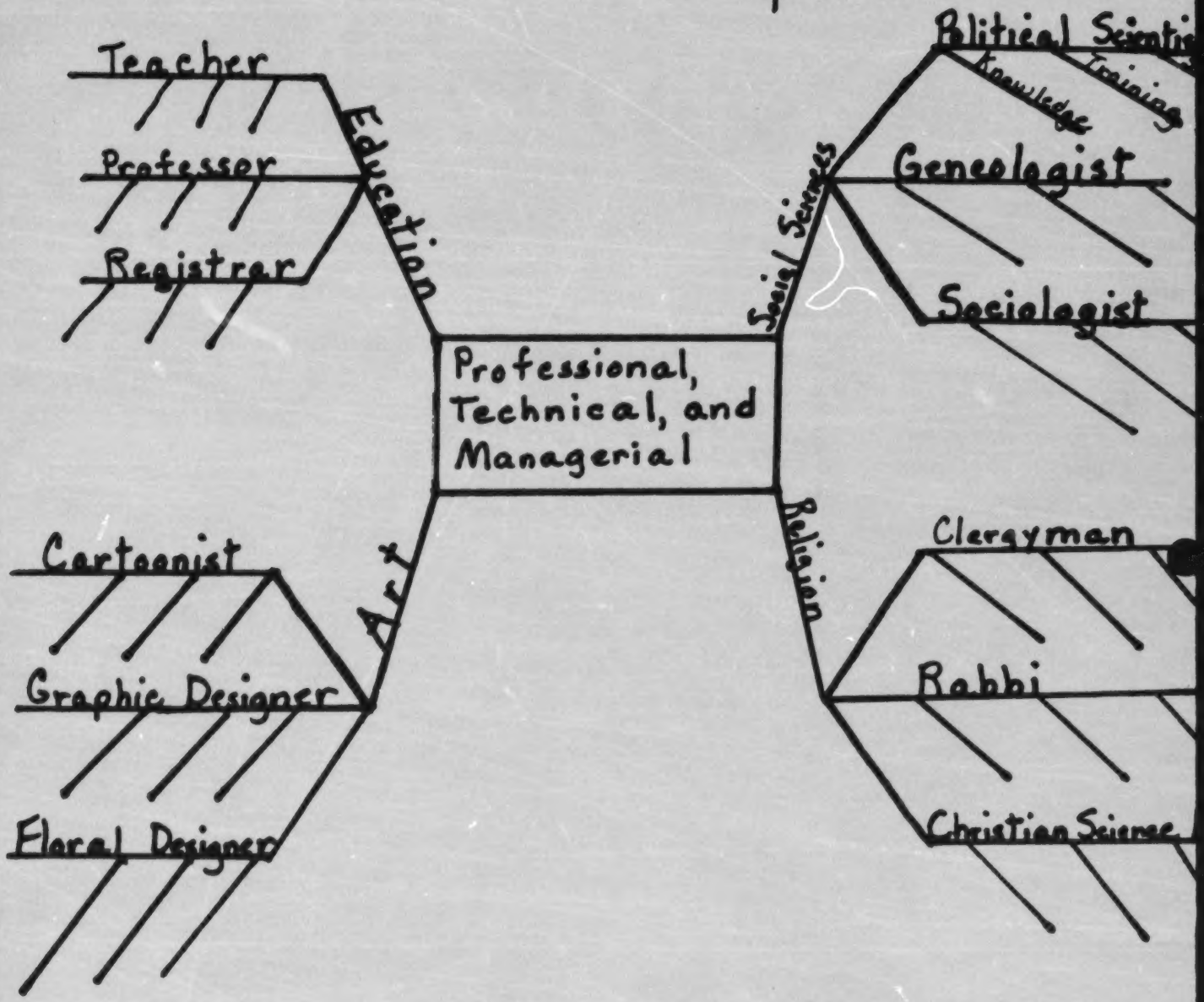
Career Clusters

- After completing webbing exercises, students can transfer the information from a particular web to outline form. A portion of a sample outline from webbing information has been included for teacher information.

Portion of a Sample Web



Portion of a Sample Web



PORTION OF SAMPLE OUTLINE FROM WEB

I. Professional, Technical, and Managerial Occupations

A. Social Sciences
1. Political Scientists
a. Training
1.)
2.)

b. Knowledge
1.)
2.)

c. Skills
1.)
2.)

2. Sociologist
a. Training
1.)
2.)

b. Knowledge
1.)
2.)

c. Skills
1.)
2.)

II. Service Occupations

A. Protective Services
1. Sheriff
a. Training
1.)
2.)

b. Knowledge
1.)
2.)

c. Skills
1.)
2.)

B. Domestic Services
1. Child Monitor
a. Training
1.)
2.)

b. Knowledge

CAREER CLUSTERS

BEHAVIOR: List the knowledge, training, and skill requirements of various jobs in each cluster.

ACTIVITIES:

1. Career Jigsaw: A Student Team Learning Technique

   - Assign students to four or five member heterogeneous teams. Select four careers representing the divisions which are suggested for sixth grade study in each D.O.T. cluster. Assign the four careers to the students in each team. Each student is responsible for becoming an expert on one career. A sample Expert Sheet for sixth grade students, including transportation careers, follows:

EXPERT SHEET

TOPICS

1. Merchant Marine Officers
2. Long-distance truck drivers
3. Transit bus drivers
4. Flight attendants

   - After receiving expert topics, students from different teams who have the same topics meet to research and discuss their topics in an expert group. To research information pertaining to the sample expert topics, students can use the INFOjob series #11, which is located in all middle schools. Students may independently complete a blank outline or be given teacher assistance in developing one to facilitate the notetaking process.

100% = 5 points	70-79% = 2 points
90-99% = 4 points	60-69% = 1 point
80-89% = 3 points	

   - Refer to the sample Career Jigsaw Quiz on the following page, as an example, for developing ones to accompany the expert sheets.

2. Divide a bulletin board into four sections (or use 4 large pieces of poster paper), one section for each of the following categories: less than high school, high school diploma, college degree, and graduate level degree.

   - Students can bring in magazine pictures of people at work and place the pictures within the appropriate section, creating a collage.

Career Clusters

- The Career Jigsaw Quiz may be composed of eight short answer questions, two questions on each expert topics. Those questions which pertain to a student's expert topic count double. For example, if a student were an expert on the topic of local transit bus driver, questions numbers 5 and 6 would count 20% each, while all other questions would be worth 10% for that student. A sample quiz to accompany the sample Expert Sheet follows:

SAMPLE CAREER JIGSAW QUIZ

1. A ship's book which contains written information about each trip is called a:
   A. log
   B. diary
   C. calendar
2. The ship captain's main assistant is called the:
   A. engineer
   B. first mate
   C. assistant captain
3. A long-distance truck driver must be at least__years of age.
   A. 16
   B. 18
   C. 21
4. No driver may be on duty more than __hours in a 7-day week.
   A. 40
   B. 60
   C. 80
5. People who take regular trips of some distance to and from work are called:
   A. commodities
   B. commuters
   C. communes
6. The money that a bus passenger pays for the bus trip is called a:
   A. farthing
   B. fair
   C. fare
7. A word which means the same as a female flight attendant is:
   A. steward
   B. host
   C. stewardess
8. An airline must hire one flight attendant for every__seats on an airliner.
   A. 50
   B. 100
   C. 25

For further information on implementing Jigsaw, consult Using Student Team Learning by Robert E. Slavin.

CAREER CLUSTERS

BEHAVIOR: Identify school subjects which help develop skill, knowledge, and training needed in specific jobs.

ACTIVITY:

Have each student be responsible for gathering information about one occupation either by reading about it or by interviewing a worker. Students may then imagine they are studying to become a worker in that job. Ask them to list subjects that would help them start to learn what they need to know to do in their chosen job. The following is an example:

OCCUPATION	SCHOOL SUBJECTS NEEDED	WHAT I WOULD NEED TO LEARN
City Planner	Social Studies	Construct maps.
	Mathematics	Figure cost to city to buy old houses and tear them down.
	Language Arts	Write clear reports about plans.
		Talk to people and persuade them to go along with the plans.
	Science	Determine ecological consequences of increased population and industrial expansion on the water, sewage, and natural surroundings.

Information gathered by the students may be reported in various ways.

LIST OF PRINT RESOURCES

1. Basic Competency Skills 1, Getting and Keeping a Job. New York: Scholastic Book Serivce, 1977.

2. Blakely, Caroline (ed.). Occupations 1. Syracuse, New York: New Readers Press, 1975.

3. Bread and Butterflies. Blooming, Indiana: Agency for Instructional Television, 1974.

4. Brewner, Margaret M., et al. Life Skills: Attitudes on the Job. New York: Educational Design, Inc., 1980.

5. Career Guidance Series. New York: Arco, 1980

6. Career Kits (Semi-Skilled, Business, Industrial, Science and Engineering). Largo, Florida: Careers, Inc., 1975-1982.

7. Christ, Henry I. The World of Careers. New York: Globe Book Co., 1979.

8. Dictionary of Occupational Titles, 80-81 Ed. Washington, D.C.: United States Department of Labor, U.S. Government Printing Office, 1980.

9. Fleming, Almut and Dennis Hooker. Me and Jobs. New York: Educational Design, Inc., 1974.

10. Goble, Dorothy Y. How to Get a Job and Keep It. Austin, Texas: Steck Vaughn Co., 1975.

11. Hodges, Diane, Career Education Potpourri. Holmes Beach, Florida; Learning Publications, Inc., 1980.

12. Hopke, William E. (ed.). Encyclopedia of Careers and Vocational Guidance. Chicago, Illinois: J. G. Ferguson Publishing Co., 1978.

13. Infojob Library. Logan, Iowa: The Perfection Form Company, 1976.

14. Jew, Wing and Robert Tong. Janus Job Planner. Hayward, California: Janus Book Publishers, 1976.

15. Job Experience Kits. Chicago, Illinois: SRA, Inc., 1970.

16. Karlin, M. S. (ed.). Career Education Workshop. West Nyack, New York: Parker Publishing Co., January 1981 and January 1982.

17. Klasky, Charles. "The Amazing Adventures of Harvey Crumbaker." On-the-Job Skills for Living, Unit 3. Carson, California: Lakeshore Curriculum Materials Co., 1980.

18. Livingston, Arnold. Janus Job Interview Guide. Hayward, California: Janus Book Publishers, 1977.

19. Occu-File. Las Alamitos, California: Occupational Awareness. 1982-83.

20. Occupational Outlook Handbook, 80-81 ed. Washington, D.C.: U.S. Department of Labor, U.S. Government Printing Office, March 1980.

21. Piltch, Benjamin. Stories About Workers. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1975.

22. Project Basic Instructional Guide, Volume IV, World of Work. Baltimore, Maryland: Maryland State Department of Education, 1980.

23. Schneider, Bernard. Getting and Holding a Job. Phoenix, New York: Frank E. Richards Publishing, Revised 1974.

24. Schroeder, Dennis (ed.). Occupations 2. Syracuse, New York: New Readers Press, 1974.

25. SMASH (Self Management and Self Help). Howard County, Maryland: Howard County Public School System, 1979.

26. Winefordner, David, Worker Trait Group Guide. Bloomington, Illinois: McKnight Publishing Co., 1978.

27. Wool, John D. Preparing For the Job Interview. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977.

GRADE 7

DORCHESTER COUNTY MIDDLE SCHOOL CAREER EDUCATION SCOPE AND SEQUENCE

Objectives and Behaviors

2.1 Demonstrate basic work habits and skills.

Grade		
6-8	*2.1.1	List the advantages that people derive from work.
6-8	*2.1.2	Identify qualities and skills that employers often seek in job applicants.
6-8	2.1.3	Demonstrate willingness to accept responsibility for one's actions.
6-8	2.1.4	Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
6-8	2.1.5	Demonstrate interpersonal and human relations skills.

2.2 Demonstrate decision-making skills.

8	*2.2.1	List sequentially the steps and procedures involved in making education and career decisions.
8	2.2.2	List four kinds of information needed to make career decisions.

2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.

7-8	2.3.1	Recognize that several types of individuals may perform in the same job or occupation.
7-8	2.3.2	Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
6-8	2.3.3	Identify personal interests, aptitudes, and talents.

2.4 Begin the development of an individual career plan.

6-8	2.4.1	Identify the major elements of a career plan.
6-8	2.4.2	Recognize that one's goals and the methods of attaining those goals may change.
6-8	2.4.3	Recognize that career decisions begin early and continue throughout one's lifetime.
6-8	2.4.4	Recognize the importance of alternatives in any plan.
8	*2.4.5	Develop an individual educational/career plan which includes high school program selections, tentative career goals, and alternative ways to reach those goals.

2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.

6-8	2.5.1	Describe career clusters.
6-8	2.5.2	List jobs in each of the clusters.

Grade		
6-8	*2.5.3	List the knowledge, training and skill requirements of various jobs in each cluster.
6-8	*2.5.4	Identify school subjects which help develop skills, knowledge, and training needed in specific jobs.
	2.6	Demonstrate career exploration and prevocational skills.
7-8	2.6.1	Participate in and describe two or more career exploration or prevocational activities.
7-8	*2.6.2	Use school and community resources to obtain career information.

*Project Basic World of Work Competencies and Behaviors

BASIC WORK HABITS AND SKILLS

BEHAVIOR: List the advantages that people derive from their work.

ACTIVITY:

Why People Work

- Using brainstorming techniques, have students compile a list of reasons why people work.
- Organize this list into a questionnaire. (See sample questionnaire.)
- As an assignment have each student ask ten working adults to complete the questionnaire. (Be sure to include volunteer workers, and keep in mind that managing a household is a type of work.)
- Have students graph the findings of their ten questionnaires to illustrate the results. The graph should disclose any trends or characteristics of a particular group of workers (sex, age, career cluster, etc.)
- The entire class can compile their results and draw conclusions from the data.

WHY PEOPLE WORK

QUESTIONNAIRE

Our class is exploring advantages that people gain from their work. Please help us by placing a check on each line to show how important each element is to you. Other elements may be added and their importance rated.

	Very Important	Somewhat Important	Not Important
To earn money			
To keep occupied			
To get out of the house			
To help others			
To gain independence			
To achieve personal satisfaction			
To gain extra benefits (i.e., health insurance)			
To excel and get ahead			
To feel secure			
To learn new things			
To travel			

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Identify qualities and skills that employers often seek in job applicants.

ACTIVITIES:

1. Teams Games Tournament (TGT) - a technique of Johns Hopkins Student Team Learning.

   - Arrange students into teams of 4-5 students, having each team represent a cross-section of the class in academic achievement, sex, and race.

   - During one class period, introduce vocabulary to all students. The Career Vocabulary Pretest may be used. (See sample.)

   - During the next one or two periods hold team practice sessions using the Career Vocabulary Worksheet. (See sample.)

   - After students have had sufficient time to practice, have them report to tournament tables and play the Career Vocabulary Tournament. (See sample.)

*See Student Team Learning Manual for directions and rules concerning TGT procedures.

CAREER VOCABULARY PRETEST

1. Avocation
2. Manual dexterity
3. Promotion
4. Interview
5. Transcript
6. Goal
7. Resume
8. Prerequisite
9. Paraprofessional
10. Self-confidence
11. Apprentice
12. Supervisor
13. Fringe benefit
14. Personnel office
15. Occupation
16. Impression
17. Job discrimination
18. Seniority
19. Salary
20. Vacancy
21. Punctuality
22. Vocation
23. Union
24. Pension

A. A written report containing information about one's past employment
B. The place in a company that is in charge of hiring people
C. A face-to-face meeting about getting a job
D. An extra thing you get besides your pay, such as insurance or pension
E. The feeling that you give people about yourself
F. Something that you work toward and try to get
G. A better job in the same company which may mean more money and more important work
H. Someone who directs other people's work
I. This occurs when an employer does not hire you for unfair reasons
J. Money which is paid to an employee who has retired or stopped working because of age, illness, or accident
K. A group of workers who are joined together to bargain for good salaries and benefits
L. Skill in using the hands
M. A person who is a learner or beginner under a more experienced worker
N. One's main job or line of work
O. A synonym for occupation
P. The habit of always being on time
Q. A job opening
R. A casual or occasional occupation or hobby
S. Money that one is paid for his work
T. A written copy of a student's academic record
U. Feeling sure of oneself
V. Something which is required beforehand
W. A semi-skilled person who does work to support and help a professional
X. Superiority in age or standing

SAMPLE

CAREER VOCABULARY WORKSHEET

Directions: On your own paper, fill in the blanks with a word from your career vocabulary list.

1. A legal assistant is sometimes called a/an _____.
2. A person applying for a job may be asked to write a/an _____.
3. A boss who refuses to hire women is practicing _____.
4. If you wish to apply for a job, report to the _____ office.
5. My boss might be called my _____.
6. After I apply for a job, I may be asked to come in for a/an _____.
7. Mr. Jones was given a/an _____ to a better job. Now he makes more money than he did before.
8. I took the job because it offered good _____. Our family could use the insurance and the good pension plan.
9. Mr. Smith works very hard. I wonder if his _____ is to become president some day.
10. During the job interview, Joe chewed gum. He made a bad _____ on the employer.
11. He worked for that company for 30 years. Now he is retired and gets money from the company's _____.
12. She enjoys doing macrame as her hobby or _____.
13. I needed a job so I read the paper and looked for a job _____ or opening.
14. Soon after he joined the _____, there was a strike for better wages.
15. In order to work on the assembly line at Airpax, you need to be skillful in using your hands. This skillfulness is called _____.
16. He is working as a carpenter's _____. Someday he hopes to be able to work on his own as a full-fledged carpenter.
17. I have always felt a strong calling to become a teacher. Teaching is my _____.
18. The employer fired James for always being late. _____ is important if you want to keep your job.
19. A synonym for vocation might be _____.
20. How much money you make each year is called your _____.
21. The employer asked me to send him a/an _____ of my grades in college.
22. Because Joan had _____, she got the promotion. She had worked in our company longer than anyone else.
23. In order to be a teacher, one must first graduate from college. A college diploma is a/an _____.
24. In your job interview, you should show that you have _____.

CAREER VOCABULARY TOURNAMENT

1. A written report containing information about one's past employment is called a/an _____.
   (a). respondence (b). resume (c). interview (d). retainer

2. The place in a company that is in charge of hiring people is called the _____.
   (a). personnel office (b). personal office (c). job discrimination (d). supervisor

3. A face-to-face meeting about getting a job is called an _____.
   (a). inlaw (b). investigation (c). interview (d). interrogation

4. An extra thing you get besides your pay, such as insurance or pension, is called _____.
   (a). transcript (b). supervisor (c). interview (d). impression

5. The feeling you give people about yourself is an _____.
   (a). imprint (b). impulse (c). interview (d). impression

6. Something that you work toward and try to get is a _____.
   (a). goiter (b). goal (c). gold (d). goggle

7. A _____ is an advancement within the same company or organization. It may mean more money and more important work.
   (a). promotion (b). promenade (c). prologue (d). profession

8. Someone who directs other people's work is called a _____.
   (a). superstructure (b). resume (c). restrainer (d). supervisor

9. If an employer does not hire you for unfair reasons, this is called _____.
   (a). interpersonal relationships (b). manual dexterity (c). fringe benefits (d). job discrimination

10. Money which is paid to an employee who has retired or stopped working because of age, illness, or accident is called _____.
    (a). pension (b). punctuality (c). resume (d). salary

11. A group of workers who are joined together to bargain for good salaries and benefits is called a/an _____.
    (a). impression (b). union (c). avocation (d). profit sharing

12. Skill in using the hands is called _____.
    (a). apprenticeship (b). profit sharing (c). manual dexterity (d). para-professionals

13. A person who is a learner or beginner under a more experienced worker is called a/an _____.
    (a). apprentice (b). appertif (c). fringe benefit (d). supervisor

14. One's main job may be called a/an _____.
    (a). hobby (b). avocation (c). job discrimination (d). occupation

Career Vocabulary Tournament

15. A synonym for occupation might be_____.
(a). hobby (b). vocation (c). avocation (d). fringe benefit

16. The habit of always being on time is called_____.
(a). punctuality (b). profile (c). procrastination (d). prerequisite

17. A job opening might be called a_____.
(a). vacation (b). vacancy (d). visitation (d). vaccination

18. Another word for casual occupation, an occasional occupation, or hobby is_____.
(a). promotion (b). salary (c). avocation (d). vocation

19. Money that one is paid for his/her work is sometimes called_____.
(a). promotion (b). salad (c). fringe benefits (d). salary

20. A written copy of a student's academic record is called a_____.
(a). transcript (b). transister (c). prerequisite (d). pension

21. Feeling sure of oneself is called_____.
(a). self-confidence (b). conscientiousness (c). initiative
(d). punctuality

22. She has____ because she has worked longer than anyone else.
(a). censorship (b). seniority (c). sorority (d). senility

23. A high-school diploma is the usual_____ for college work. It is required beforehand.
(a). fringe benefit (b). avocation (c). vacancy (d). prerequisite

24. A_____ supports the work of a highly trained professional. His or her work does not require as much special training or knowledge as that of a professional.
(a). paraprofessional (b). supervisor (c). union (d). pension

TOURNAMENT ANSWER KEY

CAREER VOCABULARY

1. b. resume
2. a. personnel office
3. c. interview
4. d. fringe benefit
5. c. impression
6. b. goal
7. a. promotion
8. d. supervisor
9. d. job discrimination
10. a. pension
11. b. union
12. c. manual dexterity
13. a. apprentice
14. d. occupation
15. b. vocation
16. a. punctuality
17. b. vacancy
18. c. avocation
19. d. salary
20. a. transcript
21. a. self-confidence
22. b. seniority
23. d. prerequisite
24. a. paraprofessional

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate willingness to accept responsibility for one's actions.

ACTIVITIES:

1. Role Playing

Adults often feel that certain behaviors must be present before responsibilities can be given. Young people sometimes view this as unfair. Role-playing the following situation may bring related feelings to the surface and provide a basis for discussion. Give role-players a brief description of the person they are to portray, and a general description of the situation. Each role may be written on a 3" x 5" card to be used for reference by the role players.

THE PLAYERS:

Dad: A rather gruff person but very loving; he uses few words but usually wants action when he speaks. He is strict and demanding. Dad is away from home a great deal of time and is often unaware of things that go on. He gets angry when things go wrong and is happy when people do what is expected of them.

Mother: A very sweet and kind person; Mother uses a lot of words to carefully explain what can and can't be done. But the children know that they can usually get what they want from Mother. Mother is cheerful and happy most of the time. She gets angry when the children argue.

Susan: The older of two children; she does very well in the sixth grade. She enjoys horseback riding. She has two close girl friends, but does not like boys. She takes care of her room, sets the table, and usually avoids practicing her violin.

Mike: One and a half years younger than Susan; he does not do very well in the fifth grade. He does not like animals. He has many acquaintances, both boys and girls, and enjoys spending time with other people. He does not like sports. He practices his trombone regularly. His chores include clearing the dishes from the table and keeping his own room cleaned up.

Basic Work Habits and Skills

THE SITUATION

The family lives a mile and a half from school. With the coming of nice weather, both children want to ride their bikes to school rather than take the school bus. There is a crossing guard at the most dangerous intersection and a traffic light at another. Mike has a friend who rides his bike to school. Susan does not. Mike and Susan both attend scout meetings after school one day a week. Dad does not think riding bikes to schools is a good idea. The town provides bus service and there is plenty of time after school to ride bikes. Mother is willing to pick up the children after school on special days.

Have four students role-play a family discussion about this situation. When they are finished, have four other students act out the situation. Then discuss the following questions:

How can their differences be resolved?
When will Susan be able to ride her bike to school?
When will Mike be able to ride his bike to school?
Would you be satisfied with the situation if you were Susan? If you were Mike?
How does this situation resemble situations in which you have been involved?

2. Discuss examples of school behaviors. Have students relate reasons for exhibiting some of the behaviors that are mentioned. Discuss consequences of specific behaviors.

Have students write paragraphs describing a particular behavior or a situation in which it has been exhibited, and the resultant consequences. Situations may be presented to the class for peer evaluation concerning how the particular behavior could be handled most effectively.

SOURCE: Bread and Butterflies, Agency for Instructional Television. Bloomington, Indiana 1974.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.

ACTIVITIES:

1. Review the importance of developing and following plans to complete various home or school tasks. Discuss how plans can be evaluated for effectiveness.

2. Involve groups of students in completing a specific career education project. Have them develop a plan to complete the assignment. The total class may discuss criteria to be used in assigning letter grades to the completed projects. Student contracts could be used by each group. (See sample contract.)

3. Students may select a particular school behavior or skill which they would like to improve, and develop a plan for improving it. The effectiveness of the plan would be evaluated in terms of the behavior change. Student contracts could be used in this activity.

4. This behavior may be taught in conjunction with a specific research unit. Students could develop a plan for completing a project and establish time frames for the completion of each step. Upon completion of the plan, evaluation of its effectiveness would occur. Such evaluation should include the utility of the adapted time frame and reasons for any changes that become necessary in the plan. Refer to the "Contract for Career Project" contained later in this seventh grade section.

SAMPLE

STUDENT CONTRACT

NAME_____

PROJECT OR ASSIGNMENT _____

Date to be completed _____ Contracted grade _____

_____ _____

Student signature Teacher signature

Completion date _____ Final grade _____

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate interpersonal and human relations skills.

ACTIVITIES:

1. The Cooperation Game

   - Before class, prepare a puzzle set for every five players who will be participating. The puzzle squares that follow the procedures for this game may be used. A puzzle set consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. When properly arranged, the pieces will form five 6" x 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size. (See sample diagrams.)

   - Number the five envelopes from 1 through 5. Draw the five 6" squares and their divisions. Lightly pencil in the small letters as noted below. Cut out squares. Cut the fifteen pieces and separate into five groups, each to be placed in an envelope, as follows:

     1. e,h,i
     2. a,a,a,
     3. c,d,f
     4. b,g,j
     5. a,c,f

     Erase penciled letters and replace with inked numbers showing in which envelope the pieces belong. Place puzzle pieces in envelopes.

   - Procedures:
     Ask students what cooperation means.

     List on the chalkboard some of the requirements for cooperation within a group.

     Examples: Everyone has to understand the situation. Everyone needs to believe that they can help. Instructions need to be clear. Everyone must consider the other people involved as well as themselves.

     Describe the activity as a puzzle that can only be solved by using cooperation.

     Divide the class into groups of five, and seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope, but may not open it until given a signal.

     Explain the following instructions:

Basic Work Habits and Skills

Each player has an envelope containing pieces for forming squares. At signal, everyone opens his envelope. The five people at each table begin trying to make five squares of equal size. The game is not complete until everyone has before him a perfect square and all the squares are the same size.

Read the following rules:

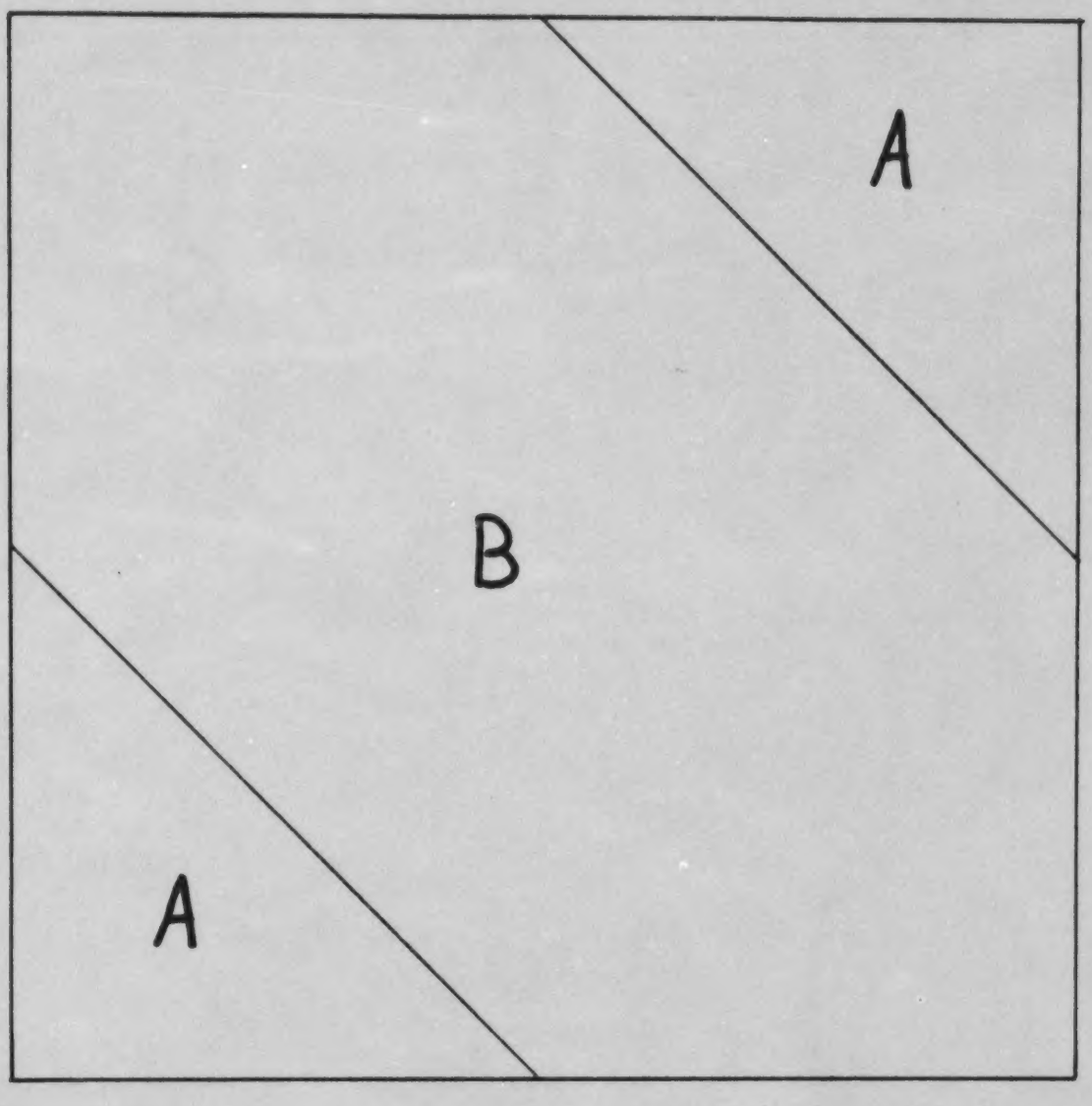
No player may speak.
No player may ask for a card or in any way signal that he wants one.
Players may give cards to other players.
Monitors may not speak to or signal players.
Give the signal to open the envelopes.
When all or most of the groups have finished, call time and discuss the experience.

- Follow up:

After the game ask students to describe their experiences.
These questions may serve as starters:

How did it feel to depend on others for the solution to your puzzle?
What is it like to have to give away your puzzle parts to help someone else?
Did you feel ignored when no one noticed your problem?
What action on your part produced the best results? The worst results?
How is this game like solving a math problem in a small group, or like working with a crew on a construction site?

SOURCE: Bread and Butterflies, Agency for Instructional Television Bloomington, Indiana. 1974.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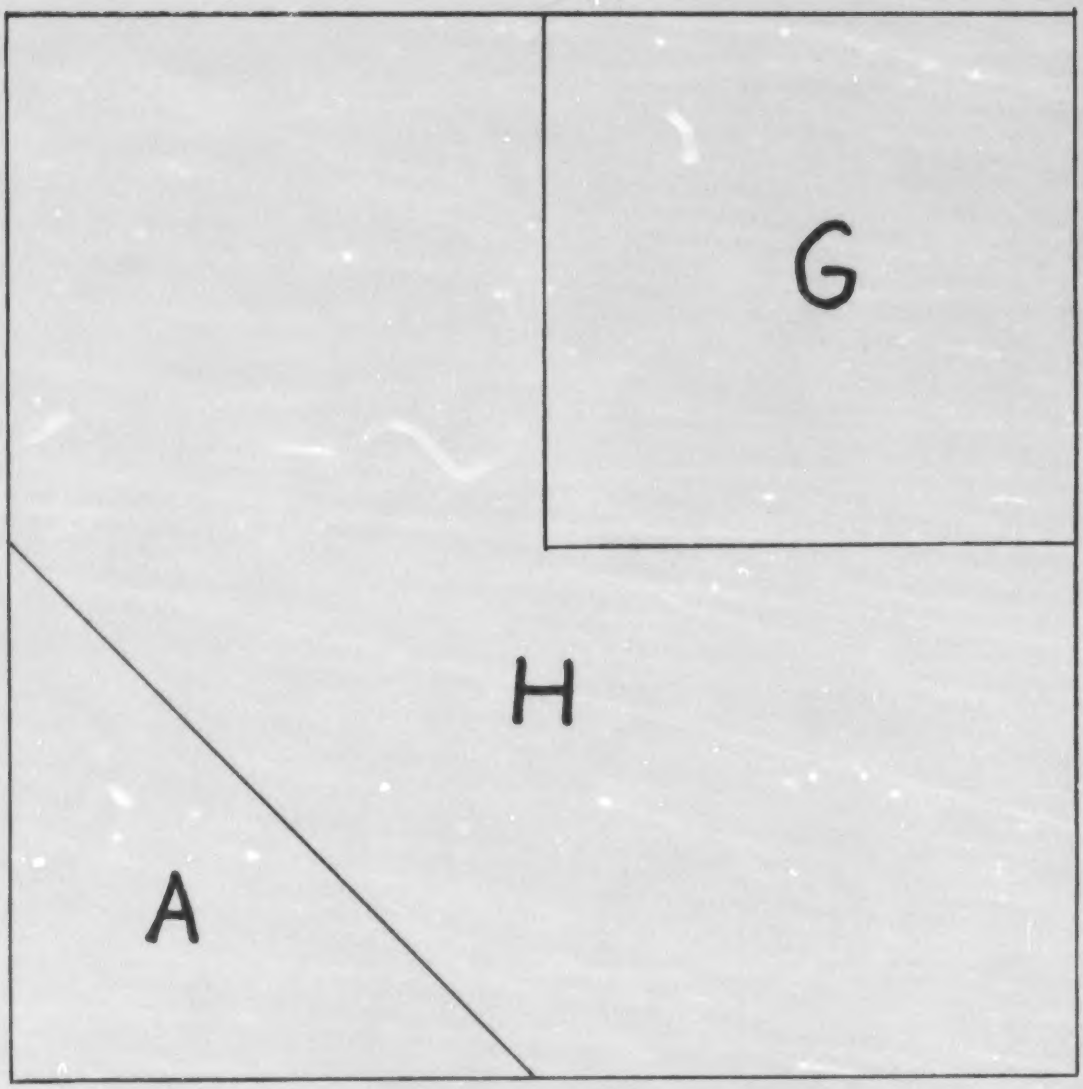
B
A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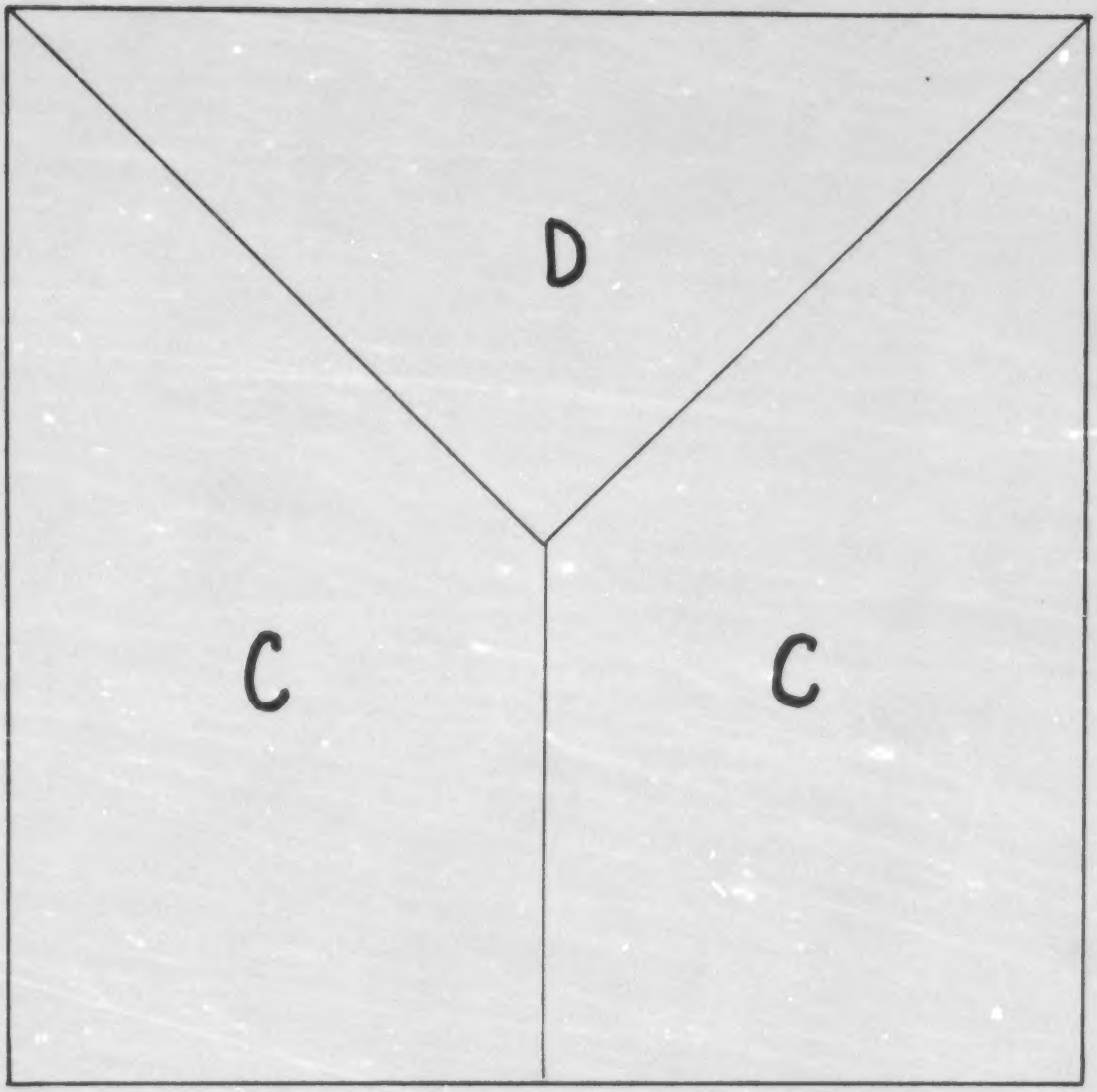
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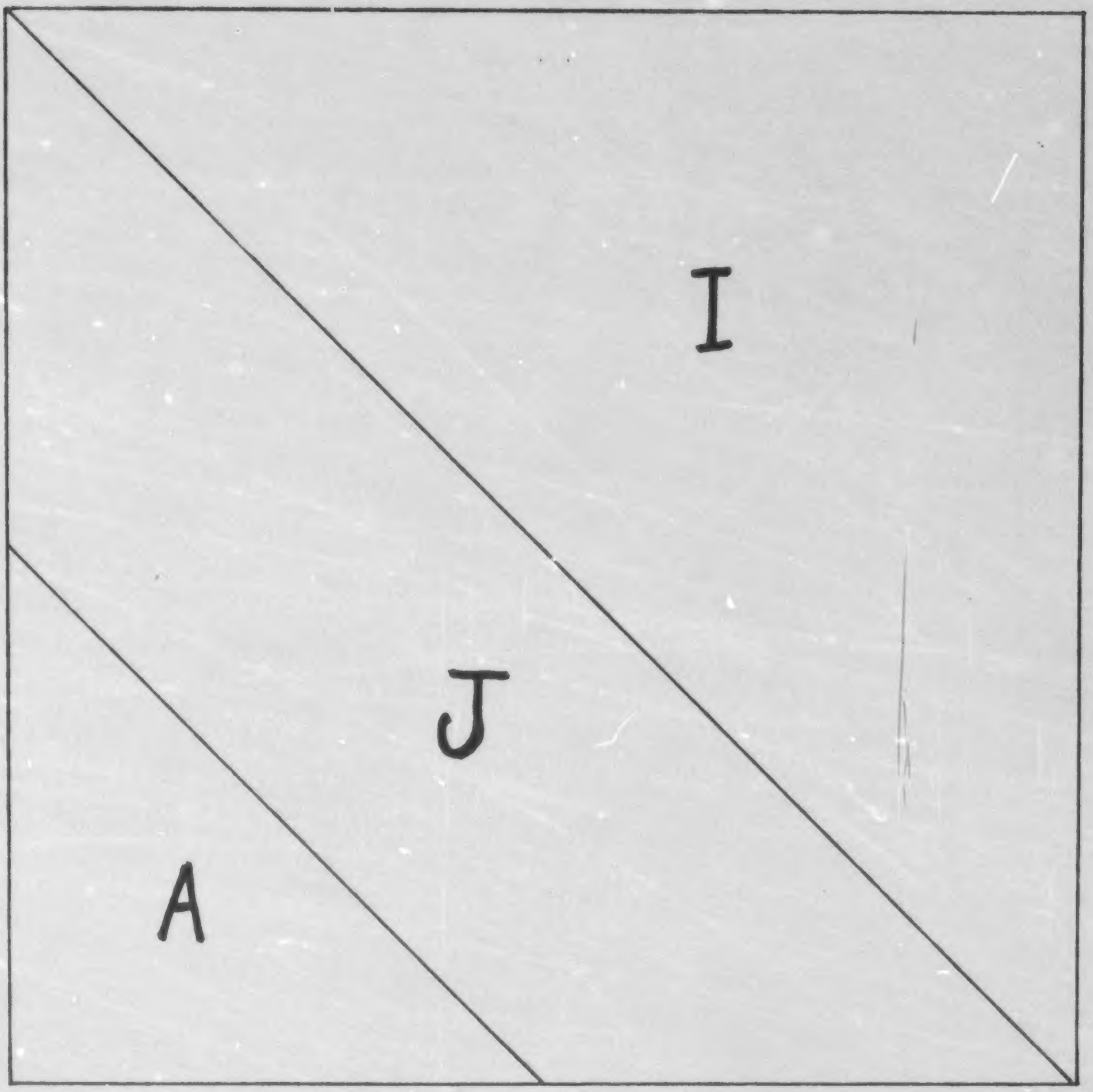
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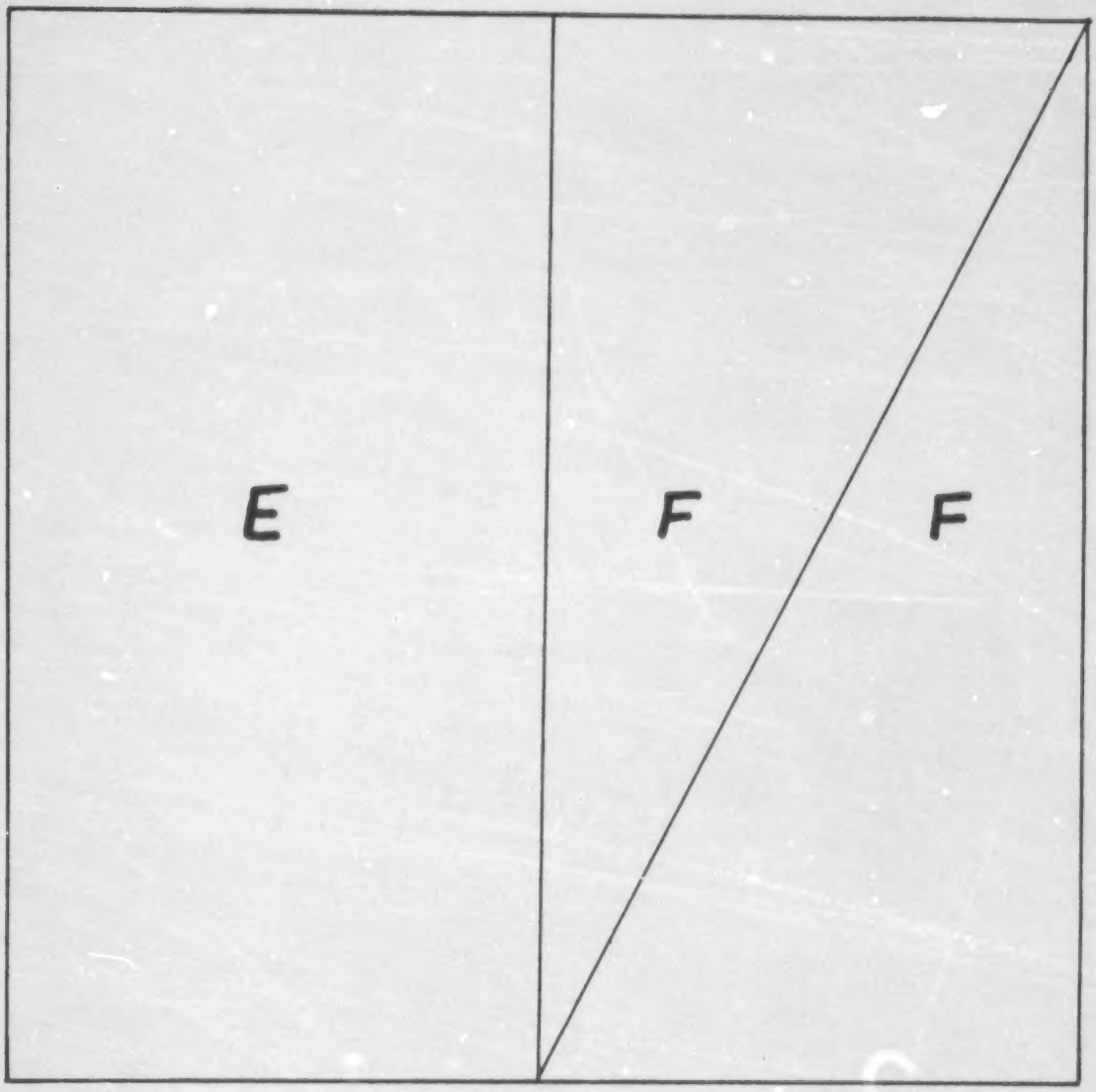

E
F
F

Basic Work Habits and Skills

BEHAVIOR: Demonstrate interpersonal and human relations skills.

2. Interpersonal relationships exist with people who live and work together. Open-ended examples of interpersonal conflict in the work settings of the classroom or home can help students understand and develop interpersonal skills.

   - Read the following selections to students and discuss several ways the people in the situations could respond to the conflict. Have students predict how certain behavior would produce a different outcome.

     a. Eric has come to class, taken out paper, and begun to draw cartoons. He obviously is not listening to the teacher's assignment, and Miss S. obviously is getting annoyed. She has asked him to put his cartoons aside, but he has ignored her. Now she tells him again to stop drawing and pay attention. Reluctantly, he puts his paper into his desk, and begins to whistle softly. At this point, Miss S. orders Eric out of the room and to the principal's office.

     b. Julie's mother has told her to clean her room. In haste Julie has thrown all out-of-place objects into her closet and shut the door. She is just putting on her jacket to go out and play with friends when her mother discovers the cluttered closet. She orders Julie back into her room to complete her task. Julie screams, runs to her room, slams and locks the door, loudly crying that nobody understands her.

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Recognize that several types of individuals may perform in the same job or occupation.

ACTIVITY:

Matching Careers to Personalities

Write the following list on the chalkboard and have the students name as many occupations as they can that are connected with each item.

I like to:

work outdoors
work indoors
draw pictures
collect and label things
talk to people
build things
write songs
work with machines
work with music
help people
work with children
work with my hands
solve problems
move around a lot

- Note careers that may be in more than one list. Some jobs may be appropriate for several types of personalities.

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Recognize that a range exists of the abilities, interest, and personality traits required for a given job or occupation.

ACTIVITY:

Below are 6 different people with identified interests, abilities, skills, hobbies, and personality traits. Match each person's description with the job that would seem to best fit their particular aptitudes, interests, and abilities.

#1 Martha

*loves plants
*likes biology class best
*likes to draw
*works with hands and fingers
*has good color perception
*likes to work with things rather than people

a. Receptionist
b. Nurse
c. Telephone repair person
d. Landscape designer
e. Office manager
f. Cosmetologist

#2 Debbie

*is independent
*likes to write down ideas
*is creative
*is athletic
*is attractive
*likes modeling, sports
*wants to go to college
*works summers at a camp for crippled children
*has strong belief in eternal good of mankind

a. Recreation teacher
b. Biology researcher
c. Fashion model
d. Dental hygienist
e. Religious counselor
f. Writer

#3 Janice

*sick much in early life
*likes to help people
*likes studying about the human body
*likes working under pressure
*wants a responsible job
*likes to listen to people
*good strong hands and fingers
*must move around, doesn't like sitting at desk
*likes to eat

a. Waitress
b. Receptionist
c. Commercial artists
d. Social worker
e. Speech therapist
f. Physical therapist

Interests, Aptitudes, and Talents

#4 Harry

*spends some time at courthouse in trials	a. Personnel manager
*likes to talk	b. Policeman
*reads crime novels	c. Chemist
*has good grades in English	d. Teacher
*was president of class in 9th grade	e. Lawyer
*likes to work with people	f. Psychologist
*takes risky chances	

#5 Jeff

*builds models, birdhouses, go-carts	a. Electronics assembler
*likes to draw	b. Carpenter
*has good hand dexterity	c. Electrician
*likes woodwork class at school	d. Truck driver
*wants to go to vocational school	e. Auto mechanic
*works half day in work experience	f. Upholsterer
*likes and works with machines	
*not interested in college	
*likes to see plans on paper	

#6 Mary

*is creative	a. Child psychologist
*is good typist	b. Social worker
*is quiet but interesting	c. Travel agent
*likes to create	d. Self-employed typist
*hobbies are sewing, knitting	e. Writer
*likes to work own hours	f. Electrician
*loves outdoors	
*wants to run own business	
*likes to build a product like a book	
*wants to travel a lot	
*is trained in child care	
*doesn't want to teach	

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Identify personal interests, aptitudes, and talents.

ACTIVITIES:

1. Explain to students that:

   - The real "you" is made up of many facets -- the way you look, the things you do, your thoughts, your feelings, and your total experiences.

   - Knowing as much as you can about yourself is important as you begin to explore the world of work.

     A person can be described in terms of:

     Appearance (for example: slim, tall, brown-eyed)
     Personality (for example: friendly, generous, shy)
     Abilities (for example: good at sports, musically talented, good in arithmetic)
     Interests (for example: enjoys outdoor activities, likes to read)

   - Ask students how they would describe themselves. Then, under the heading "If I Could Be Different," list some terms that you think describe you as you are today.

     Now ask students in what ways they would like to be different. Then, under the heading "If I Could Be Different", list some characteristics that you think you would like to have.

What I Am Like Now	If I Could be Different
1. Appearance	1. Apperance
2. Personality	2. Personality
3. Abilities	3. Abilities
4. Interests	4. Interests

Interests, Aptitudes, and Talents

- As a follow up ask students to write a paragraph that describes "What I Am Like Now", and a paragraph that describes "If I Could Be Different."

2. Explain to students that knowing what a person likes to do will often tell much about the kind of person one is. Usually things one likes to do are things they do well. They may also have an influence on eventual job choices.

   - Students can complete the My Interests and Activities Worksheet.

3. Have students discuss the various kinds of activities they listed on the Interests and Activities Worksheet. (See sample.)

   - Have them discuss some of their present activities which they don't particularly like.

   - Students can complete the Activities and Attitudes Worksheet on which they list their current activities, their reasons for doing them, and their attitudes toward them.

4. Students can relate the information listed on the two previous worksheets to help them complete the Activities and Jobs Worksheet.

   - Explain to students that their favorite activities can provide them with useful clues as they think about possible job choices for the future. On the worksheet they can list some of their activities and jobs to which they could lead.

SAMPLE

MY INTERESTS AND ACTIVITIES WORKSHEET

My hobbies are:

I have chosen these hobbies because:

My free-time activities (the things I do for fun) are:

I have chosen these activities because:

My school activities are:

I have chosen these activities because:

Some of my other activities (for example, part-time jobs, helping at home) are:

ACTIVITIES AND ATTITUDES
WORKSHEET

	Reasons
I like these activities best:	
_____	_____
_____	_____
_____	_____
The activities I like least:	
_____	_____
_____	_____
_____	_____
The activities that give me the greatest feeling of accomplishment:	
_____	_____
_____	_____
_____	_____

ACTIVITIES AND JOBS
WORKSHEET

ACTIVITY	CAREER GROUPS OR JOBS TO WHICH IT COULD LEAD

CAREER PLANNING

BEHAVIOR: Identify major elements of a career plan.

ACTIVITY:

Using the information that students reported about themselves while doing activities for the behavior "identify personal interests, aptitudes, and talents," students can be directed to fill in the line for Grade 7 in their career folders. This line relates to the Self Reported Profile.

- Students may look for similarities and differences between the data recorded in the 6th and 7th grades. Point out that differences are expected, and are a direct result of growth and maturity.

- Remind students that by completing this information, they are beginning to formulate a career plan.

CAREER PLANNING

BEHAVIORS: Recognize that one's goals and the methods of attaining those goals may change.
Recognize that career decisions begin early and continue throughout one's lifetime.

ACTIVITIES:

1. Interviewing Persons Who Have Changed Careers

   - Students are to interview at least two people who have changed careers.

   - The class can develop questions to be asked in the interview. Suggested questions to include are:

     What was your original career? How did you prepare for this career?
     Why did you leave this career?
     What was your next career? How did you prepare for this career?
     Was this change for the better? How or how not?
     What are some differences between the two career choices? Similarities?
     As a result of the change, are you now happier and more satisfied?
     Can you see yourself making any more career changes?

   - From the information gained during the interviews, students can illustrate career changes. An example chart could look like this:

PREPARATION FOR ORIGINAL CAREER	ORIGINAL CAREER	REASONS FOR LEAVING CAREER
PREPARATION FOR CAREER	NEXT CAREER	OPINION OF THIS CAREER
DIFFERENCES IN THE 2 CAREERS	SIMILARITIES IN THE 2 CAREERS	TYPE OF CHANGES IN THE FUTURE (if any)

   - Students can summarize the information gained from their respective interviews on a tape recorder or by writing paragraphs.

CAREER PLANNING

BEHAVIOR: Recognize the importance of alternatives in any plan.

ACTIVITY: Suppose You Couldn't Be

Students are to think of a job they may want in the future.

- After everyone has a career in mind, give them the following topic: "If I couldn't be a _____, I would consider being a _____.

- Students can use this idea to complete a writing assignment in which they discuss the ramifications caused by this career change. Implications can relate to changes in training and job location. In concluding their writing, students can refer to their Personal Career Profiles to match this alternative plan to their own personal talents, skills, and aptitudes.

CAREER CLUSTERS

Although the Dictionary of Occupational Titles is to be used as a primary reference for career exploration purposes, students should be sware of other cluster systems such as those from the U.S. Department of Education and from the Occupational Outlook Handbook. Teachers should refer students to the career divisions designated for each respective grade during the exploration process. Career education objectives which deal with clusters and the knowledge, training and skills required for representative jobs in those clusters, may be approached in a variety of ways. An individual teacher's approach will depend upon student interests and aptitude, availability of materials, and specific content objectives which need to be met. Following are some examples of approaches which teachers may wish to consider in order to give a broad overview of the nine clusters and the knowledge, training, and skills necessary for specific occupations:

1. Based upon individual interests areas, students or groups of students may select and explore one representative jobs from each.

2. Teachers may decide to focus on the clusters one at a time and explore with the students a variety of representative jobs from each.

3. The teacher may choose to have students be responsible for identifying a number of occupations to represent each cluster.

4. The teacher may wish to have different groups of students study and share with the entire class the knowledge, training, and skills required for several specific jobs under each cluster.

Sample guidelines for completing a career research project are included after the cluster and divisions designations for 7th grade exploration. A student contract for completing this project is also included.

CAREER CLUSTERS

Career Clusters (From the U.S. Department of Education)	OOH Occupational Clusters (From the Occupational Outlook Handbook 1982-83 Edition)
Agribusiness	Administrative and Managerial Occupations
Business and Office	Engineers, Surveyors, and Architects
Communications and Media	Natural Scientists and Mathematicians
Construction	Social Scientists, Social Workers, Religious Workers, and Lawyers
Consumer and Home Economics	Teachers, Librarians, and Counselors
Environmental and Natural Resources	Health Diagnosing and Treating Practitioners
Fine Arts and Humanities	Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician Assistants
Health	Health Technologists and Technicians
Hospitality and Recreation	Writers, Artists, and Entertainers
Manufacturing	Technologists and Technicians, except Health
Marketing and Distribution	Marketing and Sales Occupations
Personal Service	Administrative Support Occupations, including Clerical
Public Service	Service Occupations
Recreation and Hospitality	Agricultural and Forestry Occupations
Transportation	Mechanics and Repairers
	Constructive and Extractive Occupations
	Production Occupations
	Transportation and Material Moving Occupations
	Helpers, Handlers, Equipment Cleaners, and Laborers
	Military Occupations

CLUSTERS AND DIVISIONS FOR 7th GRADE EXPLORATION

01 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

04 Occupations in life sciences
07 Occupations in medicine and health
13 Occupations in writing
15 Occupations in entertainment and recreation
18 Manager and officials

2 CLERICAL AND SALES OCCUPATIONS

23 Information and message distribution occupations
26 Sales occupations, consumable commodities
29 Miscellaneous sales occupations

3 SERVICE OCCUPATIONS

32 Lodging and related service occupations
35 Miscellaneous personal service occupations
38 Building and related service occupations

4 AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
45 Forestry occupations

5 PROCESSING OCCUPATIONS

53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products

6 MACHINE TRADES OCCUPATIONS

61 Metalworking occupations
65 Printing occupations
68 Textile occupations

7 BENCHWORK OCCUPATIONS

71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products
74 Painting, decorating, and related occupations
71 Occupations in fabrication and repair of sand, stone, clay, and glass products

8 STRUCTURAL WORK OCCUPATIONS

85 Excavating, grading, and paving, and related occupations
86 Construction occupations

Clusters and Divisions for 7th Grade Exploration

9 MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
92 Packaging and materials handling occupations

NAME_____

CAREER PROJECT GUIDELINES
Grade 7

1. Select a career or career cluster that interests you. (You will receive help with this selection.)

2. What do you wish to learn about this career? (Draft a list of questions.)

3. How will you present what you have learned? (This will be the project.)

4. What materials, references and/or resources will you use? (Begin with the career center.)

5. List materials you will need for your project.

6. Make and keep appointments with your advisor to develop your plans, get help, and show your progress.

Following is a list of ideas for projects. One or more of these ideas may be used or you may be creative and think of something else more appropriate for you. BE CREATIVE!

Report	Chart	Learning Center
U Film	Scrapbook	Video tape
Diary	Newspaper	Audio tape
Slide tape	Demonstrations	Game
Collage		

NAME:_____

CONTRACT FOR CAREER PROJECT

Career or Career Cluster:_____

Why I make this choice:_____

_____

Project due date_____

Initials_____

Due Date	What I want to find out:
_____	1.
	2.
Initials	3.
_____	4.
	5.
	6.
	7.
	8.
	9.
	10.

Due Date	What materials, references and/or resources I will use:
_____	1.
	2.
Initials	3.
_____	4.
	5.

Due Date	How I will present what I have learned:
_____	1.
	2.
Initials	3.
_____	4.
	5.
	6.
	7.
	8.
	9.
	10.

Due Date	What materials I need for the project:
_____	1.
Initials	2.
_____	3.
	4.
	5.

Project completion date: _____

Student's signature _____

Parent's signature _____

Advisor's signature _____

CAREER CLUSTERS

BEHAVIORS: Describe career clusters.
List jobs in each of the clusters.

ACTIVITIES:

1. Students can generate a list of possible ways to group jobs. Possible ways of grouping include the following: training or education requirements; clothing; setting (land, sea, or air; indoors or outdoors); people, data, things; skilled, semi-skilled, or unskilled; school related subjects; salary; work schedule; employment opportunities; decision or non-decision making.

   - Have students generate a list of jobs.

   - Using the list students can categorize or cluster the jobs according to the various methods listed during the brainstorming sessions.

   - This activity demonstrates the need for uniformity in clustering jobs within the classroom.

2. Review the Dictionary of Occupational Titles (DOT). Most students should have been introduced to this in the sixth grade. This will be the main resource book used. Other resource books are the Encyclopedia of Careers And Vocational Guidance and the Occupational Outlook Handbook.

3. Review the numerical organization of the DOT. It can be compared to the Dewey Decimal System method of organizing a library or media center. Name the nine career clusters and focus on their numerical arrangement. Discuss the numerical arrangement of divisions, groups, and jobs. Emphasize the significance of each digit.

   1-digit indicates cluster
   2-digits indicate division
   3-digits indicate group
   9-digits indicate job

   - Have students choose specific jobs from the 7th grade assigned divisions and analyze their numerical listings.

   For example:

   1-Cluster (Professional, Technical, and Managerical)
   13-Division (Occupations in writing)
   131-Group (Writers)
   131.067-022-Job (Editorial writer, printing and publishing)

   -Show students how to use the alphabetical index in the back of the DOT.

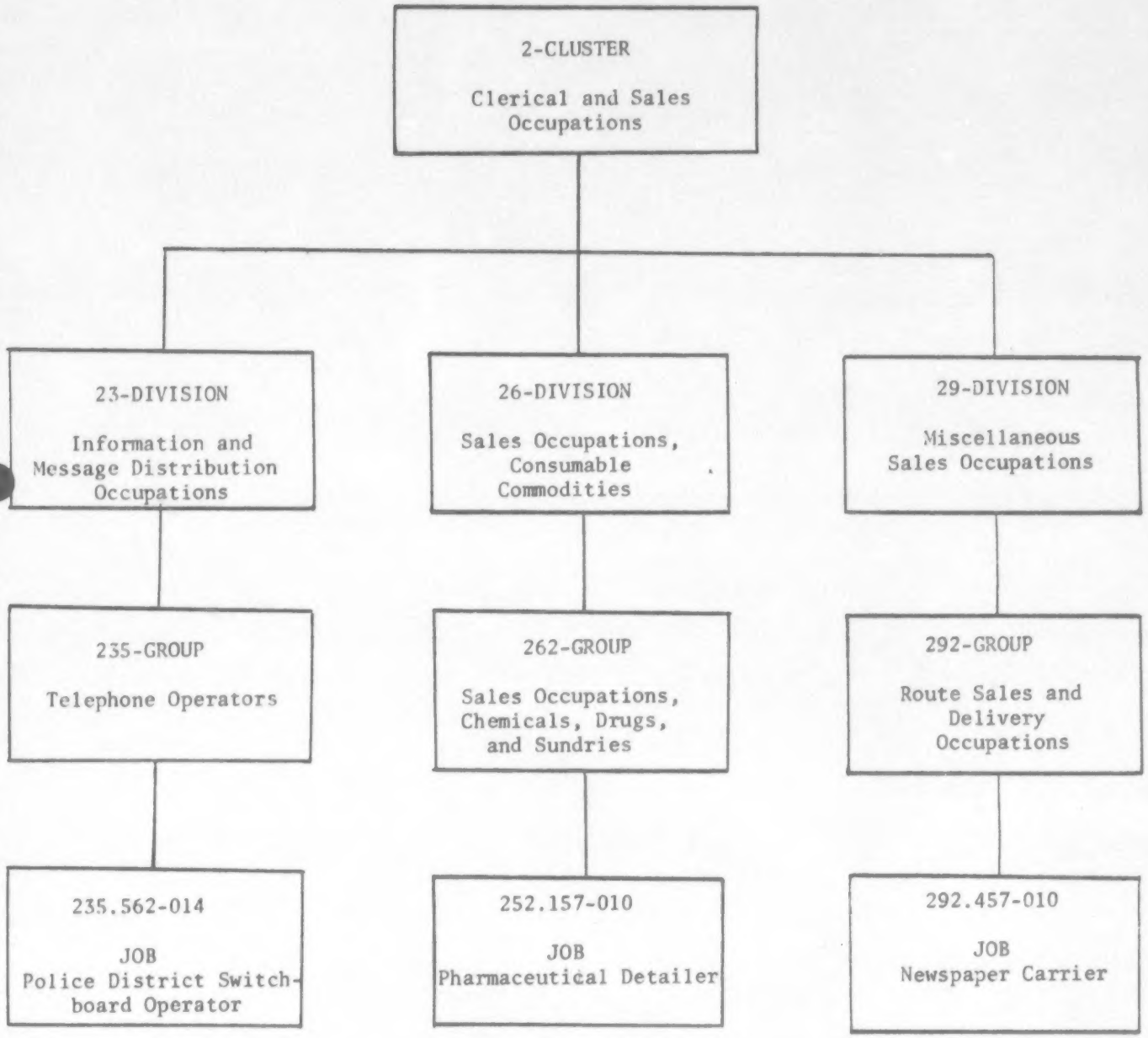
Career Clusters

4. Use the sample DOT Career Cluster Organization Diagram to show students how a particular cluster and its job possibilities are organized.

   - Help students complete one of the blank DOT Career Cluster Organization Diagrams by filling in appropriate divisions, groups, and jobs under a selected cluster. Students can then complete a diagram related to a cluster that interests them.

   - As an extension of this activity, have students list the knowledge, training, and skill requirements for the jobs they wrote on their chart.

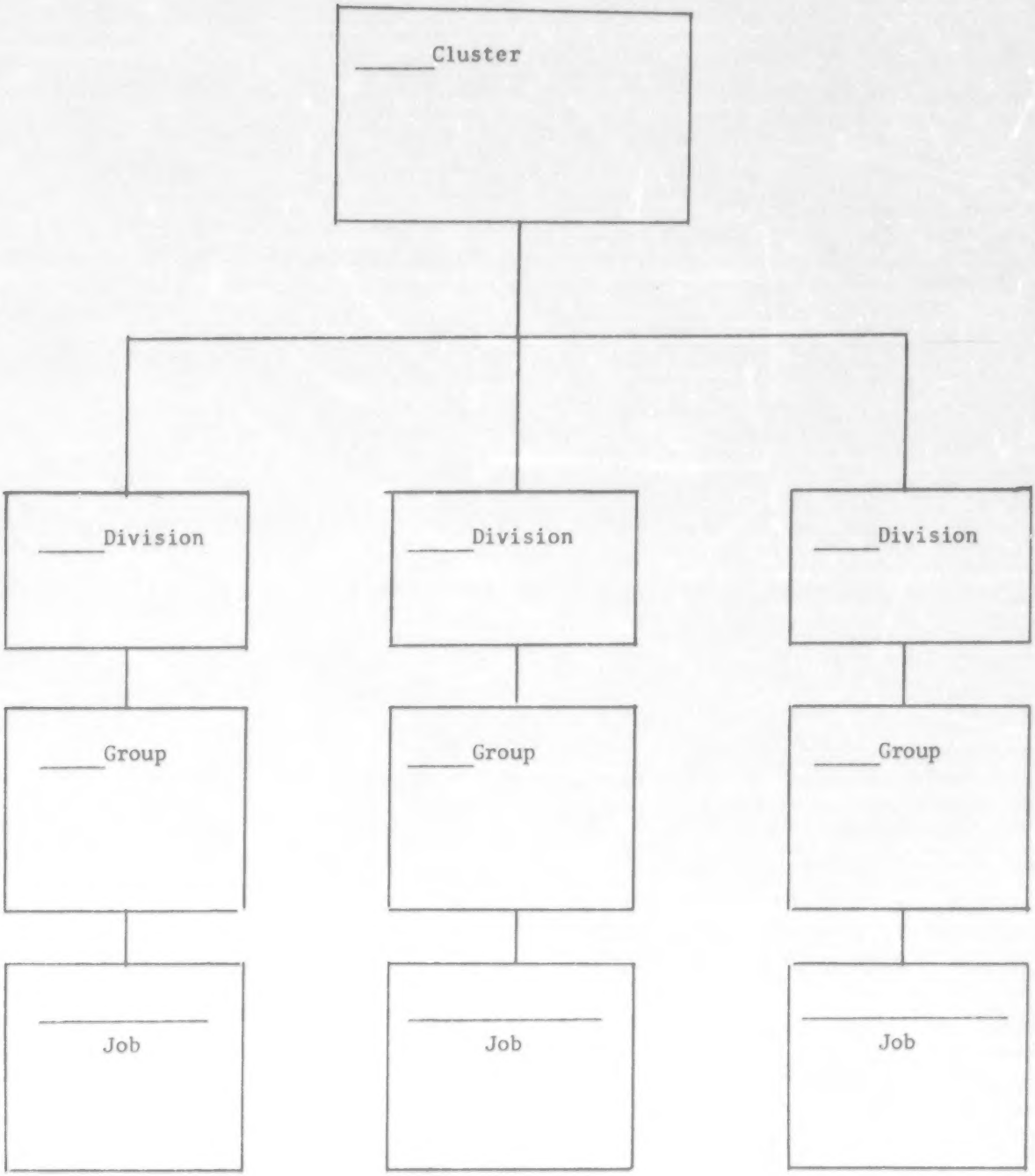
CAREER CLUSTER ORGANIZATION DIAGRAM



EXPLANATION OF NUBMERS:

1 digit - indicates Cluster
2 digits- indicates Division
3 digits- indicates Group
9 digits- indicates Job

CAREER CLUSTER ORGANIZATION DIAGRAM



Fill in blanks with:
1 digit to indicate a cluster
2 digits to indicate a division
3 digits to indicate a group
9 digits to indicate a job

CAREER CLUSTERS

BEHAVIOR: List jobs in each of the clusters.

ACTIVITIES: Career Alphabet Bee

Have students write the alphabet down the left side of a piece of paper.

- Within a given cluster, give students ten minutes to list as many careers as they can beginning with each letter.
- The students may now stand next to their desks or in a line. The first student names a career beginning with the letter A. The second student names a career beginning with the letter B, and so on, down the alphabet.
- Students are eliminated when they are unable to name an appropriate career for a particular letter. The game is over when only one student is left in the game.
- Record the careers named on the board to eliminate repetition.
- For difficult letters, possible careers are quiltmaker, Quasar repair person, x-ray technician, x-ray mechanic, zipper maker, zoo attendant.

CAREER CLUSTERS

BEHAVIOR: List the knowledge, training, and skill requirements of various jobs in each cluster.

ACTIVITIES:

1. Riddles

   - Riddles can be used as a vehicle for learning about and reinforcing specific career information. Students can develop riddles to quiz one another.

   Examples:

   I count calories, but I'm not on a diet.
   I use A's, B's, C's, D's, and E's, but I am not a teacher.
   I am always searching for minerals, but I'm not a miner.
   Who am I?
   (answer: dietician)

   Sometimes I use a stethoscope to get the "heart" of the matter.
   Who am I?
   (answer: cardiologist)

2. Select representative careers from the 7th grade divisions.

   - Place the name of each career on an index card.

   - Divide the class into pairs or groups of three. Randomly distribute a card to each group. Give students time to decide how to pantomine the career so the class will be able to determine its name.

3. Student Team Learning - Job Jigsaw

   - Assign students to heterogeneously grouped teams of four or five according to past academic performance.

   - Assign each team one career category from the seventh grade exploration list.

   - Each team member can select and become an expert on a job from the assigned category.

   - Each student will use an occupational study outline as their guide for an indepth study of their job choice.

   - After completing the research and sharing the information with fellow teammates, each team will present some facet of the findings to the total class. Each team member will be responsible for contributing to the presentation. Students can refer to the Ideas for Ways to Present

Career Clusters

Occupational Studies for suggestions.

- Refer to Team and Individual Student Requirements - Job Jigsaw in implementing this procedure.

- Students can construct a People Pyramid using any product or major area of work. Refer to the sample People Pyramid.

IDEAS FOR WAYS TO PRESENT OCCUPATIONAL STUDIES

STUDENT HANDOUT

1. Prepare a skit illustrating your occupation or occuaptional cluster.

2. Conduct an interview in front of the class with someone who is applying for a job in your particular field. Demonstrate proper interviewing skills.

3. Prepare a jeopardy game using questions and answers pertaining to your particular occupation. Play it with the class.

4. Make a collage of pictures, vocabulary, and newspaper articles pertaining to your particualr occupation.

5. Make a study of a job or job family from a historical viewpoint. What was it like in the past? What is it like now? What seems to be the trend for the furutre? Transportation, communication, and farming are possible areas for this type fo study.

6. Play "What's My Line?" with members of the class.

7. Make a tape recording of a person at his place of work. This would require that the interview script be written by the team beforehand.

8. Make a "People Pyramid" using a major area of work and explain it to the class.

9. Make a filmstrip illustrating your occupation.

10. Preview a film or filmstrip on your particular occupation. Prepare some type of learning activity or quiz to go along with the film.

11. Have a person from the community come in and speak to the class about your occupation. Prepare a follow-up activity for the class.

12. Make a lsit of the vocabulary that is related to your particular career or career category. Develop activities or puzzles for the class on this vocabulary. Play password with members of the class.

TEAM AND INDIVIDUAL STUDENT REQUIREMENTS

JOB JIGSAW

1. The outline for the occupational study will be developed as a whole class activity. (The teacher may wish to refer to Lesson 5: "Occupational Study" in The Work Book. Logan, Iowa: The Perfection Form Company, 1976.

2. Each student will be responsible for researching his or her career topic and completing the occupational study outline.

3. During one class period, students will take turns sharing their research findings with their teammates. Also, at this time, teams will discuss possible ways to develop their team presentations.

4. Each person will work cooperatively with his or her teammates and will demonstrate "on task" behaviors daily.

5. Each team will submit a proposal which will include the following:

   a. Explanation of the team presentation.
   b. Explanation of what each team member is expected to contribute.
   c. Time necessary for the presentation.

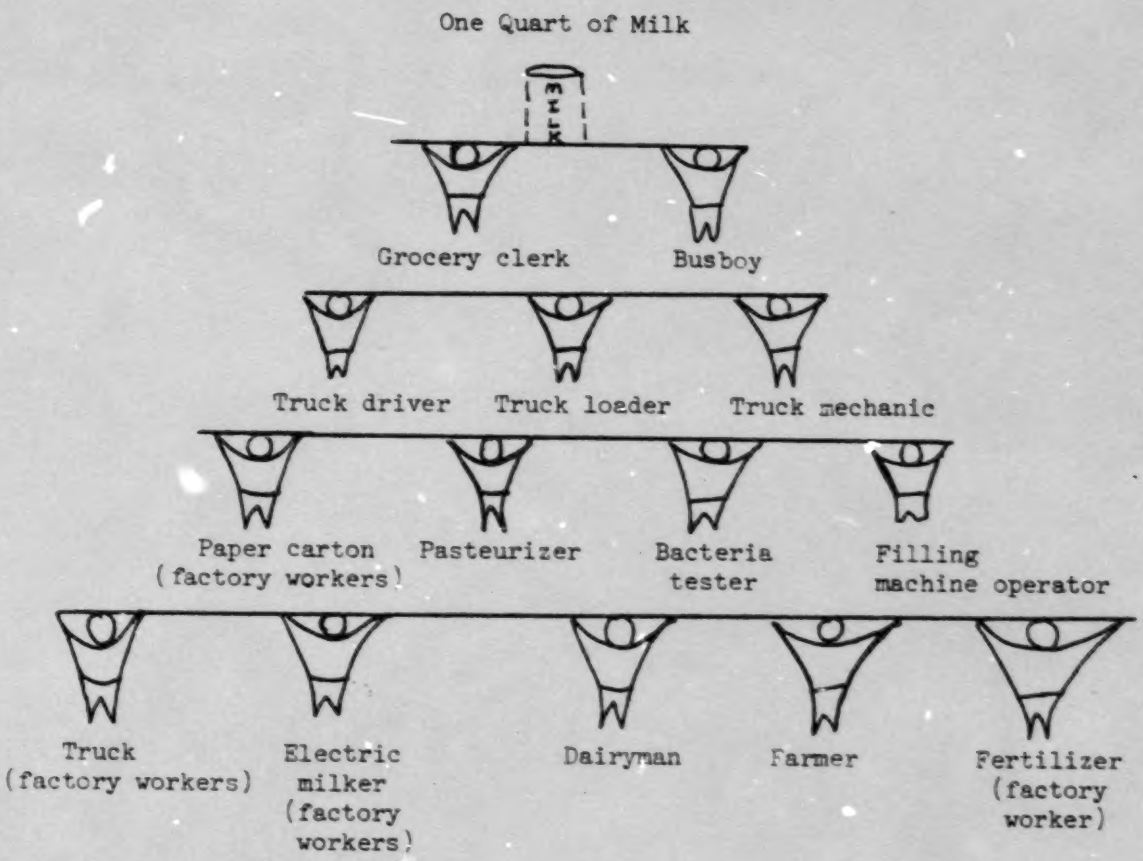
6. One member of each team should be responsible for developing a vocabulary list and activity pertaining to the terms from the team's career category. Possible vocabulary activities are:

   a. Crossword puzzle
   b. Password game
   c. Anagrams in context
   d. Vocabulary match
   e. Vocabulary cloze

Bonus points will be assigned to the teams. They can be taken away for unacceptable team behaviors. Team rules are as follows:

1. Talk quietly at all times.
2. Talk only to members of your own team.
3. Remain on the assigned task at all times.

PEOPLE PYRAMID



Career Clusters

4. Career Jigsaw - A Student Team Learning Technique

- Assign students to four or five member, heterogeneous teams. Select four careers representing the divisions which are suggested for seventh grade study in each D.O.T. cluster. Assign the four careers to students in each team. Each student in every team is responsible for becoming an expert on one of these careers. A sample Expert Sheet for seventh grade students including careers in the professional, technical, and managerial cluster follows:

Expert Sheet

Topics:

1. Dancer
2. Podiatrist
3. Biochemist
4. Technical Writer

- After receiving expert topic assignment, students from different teams who have the same topics meet to research and discuss their topics in an expert group. To research information pertaining to the sample expert topics, students can use the INFOjob series which is located in all middle schools. Students may independently complete a blank outline, or be given teacher assistance in developing one, to facilitate the notetaking. Once the expert research and notetaking is completed, students return to their teams. Finally, all the team members take a quiz that covers all of the topics. Each member's quiz score is translated into team points as follows:

100% = 5 points
90-99% = 4 points
80-89% = 3 points
70-79% = 2 points
60-69% = 1 point

- Refer to the sample Career Jigsaw Quiz on the following page, as an example for developing ones to accompany the expert sheets.

- The Career Jigsaw Quiz may be composed of eight short answer questions, two questions on each expert topic. Those questions which pertain to a student's expert topic count double. Thus, if a student were an expert on the topic of biochemist, questions number 5 and 6 would count 20% each while all other questions would be worth 10% each. A sample quiz to go along with the sample Expert Sheet follows:

Career Clusters

CAREER JIGSAW QUIZ

1. The word for someone who designs ballets and other dances for the stage is called:
   A. a ballerina
   B. a choreographer
   C. a choral director

2. Women past _____years of age are rarely hired by ballet companies.
   A. 20
   B. 30
   C. 40

3. A doctor who diagnoses and treats foot diseases is called:
   A. a podiatrist
   B. a pediatrician
   C. a physiologist

4. The special field of medicine which deals with the foot problems of the elderly is:
   A. orthopedics
   B. podopediatrics
   C. podogeriatrics

5. Most biochemists work in:
   A. hospitals
   B. industries
   C. colleges and universities

6. Most newspaper editors prefer to hire applicants who have a degree in:
   A. science
   B. history
   C. journalism

7. A person who starts work on a newspaper as a part-time reporter who covers news in a particular area of the community is called:
   A. a stringer
   B. a stray
   C. a striker

For further information on implementing Jigsaw, consult Using Student Team Learning by Robert E. Slacum.

CAREER CLUSTERS

BEHAVIOR: Identify school subjects which help develop skill, knowledge, and training needed in specific jobs.

ACTIVITY:

Have students discuss:
Right now school is your job. What are you getting out of it? What are you putting into it? Can you see how it is related to the rest of your life? If so, explain.

- Have students complete the Subjects, Jobs, Skills Worksheet. Give them the following directions:

  School subjects and jobs may be related. In the first column list the subjects you are currently taking in school. Then find out in what jobs they will be useful. Try to find as many jobs as you can for each subject. When you have finished this, use the information to complete the third column.

SAMPLE

*2.5.4

SUBJECTS, JOBS, SKILLS WORKSHEET

SCHOOL SUBJECT	RELATED JOBS	SKILLS TAUGHT IN THE SCHOOL SUBJECT THAT ARE USED IN THE JOB

CAREER EXPLORATION

BEHAVIOR: Participate in and describe two or more career exploration or prevocational activities.

ACTIVITIES:

1. Career days
2. Field Trips
3. Job simulation
4. Guest speakers for class presentations

   Preparation of students to hear guest speakers is important. A review of listening and notetaking skills would be helpful. Students may be provided a blank outline on which to record major information given by various spearkers.

5. Interviewing
6. Panel discussions
7. Telephoning or writing to request printed materials such as job applications or specifications.

CAREER EXPLORATION

BEHAVIOR: Use school and community resources to obtain career information.

POSSIBLE COMMUNITY RESOURCES

- Parents of Students
- Personnel Departments of Businesses and Industries
- Ministerial Association
- Waterman's Association
- Farm Bureau
- College Students
- Chesapeake College
- Dorchester County Employment Office
- Dorchester County Board of Education
- Public Library
- Department of Social Services
- Health Department
- Dorchester General Hospital
- Eastern Shore Hospital Center
- Department of Juvenile Services
- Youth Counseling Center
- Department of Vocational Rehabilitation
- State Police
- University of Maryland Center for Environmental and Estuarine Studies
- Blackwater National Wildlife Refuge
- Soil Conservation Service
- Armed Services Recruiters
- Post Office
- Cooperative Extension Agents
  - Agriculture Extension Agent
  - Home Cooperative Extension Agent
- Public Utilities
  - Choptank Electric
  - Delmarva Power
  - C & P Telephone Company
- News-Media
  - The Banner
  - WCEM-WESP
  - Dorchester News

POSSIBLE SCHOOL RESOURCES

- Media Center
- Career Center
- Vo-Tech Center
- Students
- Counselors Career Materials
- Multi-Service Center
  - Students
  - Counselors
  - Career Materials
- High Schools
  - Students
  - Counselors
  - Career Materials

CAREER REFERENCE MATERIALS

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Encyclopedia of Careers

C.O.I.N.

LIST OF PRINT RESOURCES

1. Basic Competency Skills 1, Getting and Keeping a Job. New York: Scholastic Book Serivce, 1977.

2. Blakely, Caroline (ed.). Occupations 1. Syracuse, New York: New Readers Press, 1975.

3. Bread and Butterflies. Blooming, Indiana: Agency for Instructional Television, 1974.

4. Brewner, Margaret M., et al. Life Skills: Attitudes on the Job. New York: Educational Design, Inc., 1980.

5. Career Guidance Series. New York: Arco, 1980

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7. Christ, Henry I. The World of Careers. New York: Globe Book Co., 1979.

8. Dictionary of Occupational Titles, 80-81 Ed. Washington, D.C.: United States Department of Labor, U.S. Government Printing Office, 1980.

9. Fleming, Almut and Dennis Hooker. Me and Jobs. New York: Educational Design, Inc., 1974.

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12. Hopke, William E. (ed.). Encyclopedia of Careers and Vocational Guidance. Chicago, Illinois: J. G. Ferguson Publishing Co., 1978.

13. Infojob Library. Logan, Iowa: The Perfection Form Company, 1976.

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21. Piltch, Benjamin. Stories About Workers. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1975.

22. Project Basic Instructional Guide, Volume IV, World of Work. Baltimore, Maryland: Maryland State Department of Education, 1980.

23. Schneider, Bernard. Getting and Holding a Job. Phoenix, New York: Frank E. Richards Publishing, Revised 1974.

24. Schroeder, Dennis (ed.). Occupations 2. Syracuse, New York: New Readers Press, 1974.

25. SMASH (Self Management and Self Help). Howard County, Maryland: Howard County Public School System, 1979.

26. Winefordner, David, Worker Trait Group Guide. Bloomington, Illinois: McKnight Publishing Co., 1978.

27. Wool, John D. Preparing For the Job Interview. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977.

GRADE 8

DORCHESTER COUNTY MIDDLE SCHOOL CAREER EDUCATION SCOPE AND SEQUENCE

Objectives and Behaviors

2.1 Demonstrate basic work habits and skills.

Grade		
6-8	*2.1.1	List the advantages that people derive from work.
6-8	*2.1.2	Identify qualities and skills that employers often seek in job applicants.
6-8	2.1.3	Demonstrate willingness to accept responsibility for one's actions.
6-8	2.1.4	Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
6-8	2.1.5	Demonstrate interpersonal and human relations skills.

2.2 Demonstrate decision-making skills.

8	*2.2.1	List sequentially the steps and procedures involved in making education and career decisions.
8	2.2.2	List four kinds of information needed to make career decisions.

2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.

7-8	2.3.1	Recognize that several types of individuals may perform in the same job or occupation.
7-8	2.3.2	Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
6-8	2.3.3	Identify personal interests, aptitudes, and talents.

2.4 Begin the development of an individual career plan.

6-8	2.4.1	Identify the major elements of a career plan.
6-8	2.4.2	Recognize that one's goals and the methods of attaining those goals may change.
6-8	2.4.3	Recognize that career decisions begin early and continue throughout one's lifetime.
6-8	2.4.4	Recognize the importance of alternatives in any plan.
8	*2.4.5	Develop an individual educational/career plan which includes high school program selections, tentative career goals, and alternative ways to reach those goals.

2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.

6-8	2.5.1	Describe career clusters.
6-8	2.5.2	List jobs in each of the clusters.

Grade		
6-8	*2.5.3	List the knowledge, training and skill requirements of various jobs in each cluster.
6-8	*2.5.4	Identify school subjects which help develop skills, knowledge, and training needed in specific jobs.
	2.6	Demonstrate career exploration and prevocational skills.
7-8	2.6.1	Participate in and describe two or more career exploration or prevocational activities.
7-8	*2.6.2	Use school and community resources to obtain career information.

*Project Basic World of Work Competencies and Behaviors

BASIC WORK HABITS AND SKILLS

BEHAVIOR: List the advantages that people derive from their work.

ACTIVITIES:

1. Have students list some occupations they might like to pursue.

   - Beside each job have them list reasons for their consideration of it.

   - Have the class categorize on a chart their reasons according to economic, social, or personal benefits.

   - Discuss the area having the most reasons listed.

*2. Have students read the following selection of work from Kahil Gibran's The Prophet:

THE PROPHET

And in winter, when you draw the wine, let there be in your heart a song for each cup;
And let there be in the song a remembrance for the autumn days, and for the vineyard, and for the winepress.
Then a ploughman said, "Speak to us of work."
And he answered, saying:
"You work that you may keep pace with the earth and the soul of the earth.
For to be idle is to become a stranger unto the seasons, and to step out of life's procession, that marches in majesty and proud submission towards the infinite.
When you work you are a flute through whose heart the whispering of the hours turns to music.
Which of you would be a reed, dumb and silent, when all else sings together in unison?
Always you have been told that work is a curse and labour a misfortune.
But I say to you that when you work you fulfil a part of earth's furthest dream, assigned to you when that dream was born,
And in keeping yourself with labour you are in truth loving life,
And to love life through labour is to be intimate with life's inmost secret.
But if you in your pain call birth an affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written.
You have been told also that life is darkness, and in your weariness you echo what was said when there is urge,

*This activity may be more appropriate for TAG students.

Basic Work Habits and Skills - continued

And all urge is blind save when there is knowledge,
And all knowledge is vain save when there is work,
And all work is empty save when there is love;
And when you work with love you bind yourself to yourself, and to one another, and to God.
And what is it to work with love?
It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.
It is to build a house with affection, even as if your beloved were to dwell in that house.
It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit.
It is to charge all things you fashion with a breath of your own spirit,
And to know that all the blessed dead are standing about you and watching.
Often have I heard you say, as if speaking in sleep, "He who works in marble, and finds the shape of his own soul in the stone, is nobler than he who ploughs the soil.
And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet.
But I say, not in sleep but in the over-wakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass;
And he alone is great who turns the voice of the wind into a song made sweeter by his own loving.
Work is love made visible.
And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.
For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.
And if you grudge the crushing of grapes, your grudge distills a poison in the wine.
And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night."

-Discuss the following questions:

a. What does Gibran mean by the following words?

"And what is it to work with love?
It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.
It is to build a house with affection, even as if your beloved were to dwell in that house.
It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit."

b. Can we make an analogy between our attitude toward work and the preceding lines?

Basic Work Habits and Skills - continued

c. After reading Gibran's selection on work, how do you think he would define work?

d. What are some advantages Gibran would say that people would derive from work?

-Have students rewrite portions of Gibran's selection on work in modern dialect.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Identify qualities and skills that employers often seek in job applicants.

ACTIVITIES:

1. Have students brainstorm qualities that employers might look for in employees.

2. Discuss how the following might be important to an employer:

ambition	organization
assertiveness	personality
conscientiousness	physical appearance
courtesy	punctuality
decision-making skills	responsibility
initiative	mannerisms
	medical history

   -Students may select four of these qualities and write a paragraph(s) describing their importance.

3. Students may simulate and critique job interviews, then compare them. Include interviews that demonstrate both appropriate and inappropriate personal qualities.

   -Students can see the sample Job Interview Checklist to evaluate the simulated interviews. (See sample)

4. Have each student create a job in the future giving a brief explanation and job title. This explanation should include those qualities and skills that the employer is seeking.

   -Have students design a job application suitable to their jobs of the future.

JOB INTERVIEW CHECKLIST

	YES	NO
1. Dressed appropriately?	___	___
2. Groomed properly?	___	___
3. Showed poise?	___	___
4. Exhibited positive attitude?	___	___
5. Introduced himself/herself?	___	___
6. Kept eye contact with interviewer?	___	___
7. Spoke slowly, loudly, and clearly?	___	___
8. Demonstrated patience and courtesy?	___	___
9. Gave appropriate information about himself/herself, such as experience, education, and training?	___	___
10. Got necessary job information from the interviewer, such as kind of job, job requirements, chances for advancement, hours, and wages?	___	___
11. Gave brief, but complete answers?	___	___
12. Thanked the interviewer?	___	___

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate willingness to accept responsibility for one's actions.

ACTIVITIES:

1. Introduce the Project Basic objective "Identify the Personal Responsibilities of Citizenship." Have students discuss basic responsibilities of citizenship, such as becoming informed on public issues, participating in governmental processes, reporting crime, respecting property, etc.

   -Have students list what they think to be the most important responsibilities of citizenship. Divide the class into groups and assign one or more objectives to each group. Have each group discuss the consequences of acceptance or non-acceptance of responsibility and then report the results of their discussion to the whole class. Role playing could be one method for doing so.

2. Introduce the Project Basic objective "Identify the benefits that a citizen receives from a system of law." Discuss legal, social, and economic benefits.

   -Have students read the first ten amendments to the Constitution. Discuss the freedoms and rights granted in each and what life would be like without these guarantees.

   -Have students list school rules that must be obeyed, and then generate reasons for why they think these rules were developed. Have them discuss how adherence or non-adherence to rules can affect their rights as school citizens.

   -Have students discuss various laws that citizens must obey and the resultant consequences of not obeying such laws.

3. Given the following situation, have students write a letter of apology and request another appointment.

   > You read an ad in the newspaper for a clerk at Drug Fair. You answered the ad and were given an appointment for an interview on Friday at 11:00. The interviewer will be in Cambridge on that day from 10:00-12:00 a.m. You had an appointment on the same Friday in Easton at 9:00 a.m. and when you returned for the 11:00 a.m. date at Drug Fair, the bridge was closed for repair. By the time you crossed the bridge at 12:30 p.m. and arrived at Drug Fair the interviewer was gone. You really want the job.

   -Discuss the idea that whether a potential employee is responsible or not may be evidenced by behaviors in job seeking situations.

4. Have students complete the following questionnaire.

   a. Do you believe that every person, regardless of age, has a job to do?
   b. What is your job?
   c. There are certain traits needed by people who work.
      Cooperation: How are you cooperative?
      Responsibility: What do you do to show you are responsible?
      Dependability: What things do you do to show you can depend on yourself?
   d. Why do you consider these traits important for any job?
   e. How do your responsibility factors compare with those of your age in previous generations? (Consider the fact that people used to begin working at age 14.)
   f. Do you feel most of your friends are responsible?
   g. What can be done to make people responsible?

   -Discuss the responses.

   -Discuss the need on any job for the traits mentioned. Point out that even the most intelligent persons can be unsuccessful if they have not learned to be responsible and cooperative.

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.

ACTIVITIES:

1. Review the importance of developing and following plans to complete tasks at home or school. Relate this discussion to the importance of developing and following plans in job-related situations.

2. This particular objective may be taught in conjunction with the language arts research unit. After particular topics have been decided upon, a review of related research and study skills can occur. A plan to complete the project should be developed and time-frames established within which to complete each step of the plan. A student contract can be developed to include dates that each particular step would be completed. (See sample) A class presentation of the project may occur and should include an oral evaluation of the plan used. This activity can involve a single student or small group of students.

SAMPLE 2.1.4

CONTRACT

STUDENT NAME _____

Title of Research Project:

_____

_____
Contracted Grade

Steps to complete project: (Include completion date of each step.)

_____ _____
Student Signature Teacher Signature

_____ _____
Completion Date of Total Project Final Grade

BASIC WORK HABITS AND SKILLS

BEHAVIOR: Demonstrate interpersonal and human relations skills.

ACTIVITIES:

1. Students need to be aware of how one's behavior affects the behavior of others.

   -Have students brainstorm names of various groups with whom they identify (social, clubs, sports teams, school, and community).

   -Have several students describe a situation where one person's behavior affected the behavior of others within the group.

   -Discuss each situation with the group and list alternative behaviors for each situation.

   -Students may write about a personal situation in which another person's behavior affected theirs. The effect may have been positive or negative.

   -Have students discuss how the behaviors of workers in specific job settings can affect the behaviors of others in the same setting; for example: in a factory, in an office, on a farm.

2. Using the workbook Life Skills, Attitudes on The Job, Educational Design, Inc., have students complete page 51.

   -Students are to read the bossy ways of asking for things and rewrite each statement in a way that is not bossy.

   -Students can discuss the importance of asking others to do things in a manner that doesn't appear bossy.

3. Using the workbook Life Skills, Attitudes on The Job, Educational Design, Inc., have students complete page 52.

   -Students are to study pictures and stories telling about non-agreeable workers, and be prepared to write or tell what an agreeable worker would have said or done.

DECISION-MAKING

BEHAVIOR: List sequentially the steps and procedures involved in making educational and career decisions.

ACTIVITIES:

1. Decision-Making Exercise

-Label one side of the room A and one side of the room B. Explain that you are going to read some choices and, as you do, the students are to decide whether they prefer A or B, and go to that side of the room.

-Read the choices, pausing after each to count numbers in each category. Ask students how they feel about their choices. (If you could change your mind, would you? How does it feel to be the only one who made a certain choice?)

Choice questions:

Which do you like best?
A. vanilla ice cream B. chocolate ice cream

Which do you prefer?
A. saving money B. spending money

Which do you like better?
A. math B. English

Which do you prefer?
A. spring B. fall

If you were lost in the woulds, would you -
A. stay put? B. walk to seek help?

-Discuss what happened during the activity.

How many students had difficulty making choices? Which ones?
What do you think makes it hard to decide?
Do you get much practice making decisions?
Are there some decisions you make automatically without thinking?

-Emphasize that decision-making is a step-by-step process.

Decision-Making

2. Categorizing Decisions

-On the chalkboard write and explain the following continuum that should help students categorize decisions based on how they are made:

0	1	2
Not generally perceived as being under your control - decision made by others.	Automatic or routine - never think about it before deciding.	Occasionally think about it before deciding.
3	**4**	**5**
Think about it, but don't study it or investigate it.	Study about it a little while, think about it a little, ask others about it before deciding.	Study and think about it a lot, ask questions, read about it before deciding.

-Students can suggest decisions they have made and tell in which classification they belong.

-Have students place each of the following decisions in one of the five categories:

To do homework or not
What books to read
To tell the truth
To get up in the morning
To get a different hair style
What to eat

-Have students think of a decision that they have made in the following areas and rate it according to the scale 0-5:

A. Personal or social decision
B. Health and safety decision
C. Educational or career decision
D. Common or everyday decision

-Discuss the following questions with students:

How were most decisions rated on the continuum?
What kinds of decisions take a lot of thought?
Are there any decisions that are out of your control?

Decision-Making

3. Dilemmas for Role-Play Practice in Paris

-Place the model "Steps in Decision-Making" on a transparency or chart. (See sample)

-Before using the model, have class identify a typical decision faced by a student at your school. Ask students to brainstorm steps used to come to a decision.

-Have them compare their steps with the model.

-Using the "Dilemmas for Role-Play Practice in Paris", students can apply the steps in the model "Steps in Decision-Making", to reach a solution to a specific problem.

-Give one dilemma to each pair of students.

1. Kiss or Die!
   Role: "A & B" are two friends with the same problem.
   Dilemma: You wish to attend a Kiss Concert at the Capital Center. Lots of your friends are going. You both need to raise $10.00 to buy tickets. They go on sale in two days.

2. One TV!
   Role: "A" is a younger child; "B" is an older teen.
   Dilemma: The time is 6:40 on Sunday evening. "B" has been planning to watch the Hardy Boys/Nancy Drew at 7:00. However, "A" announces that they must watch the concluding episode of Walt Disney which is also at 7:00. There is only one TV in the house.

3. Join In!
   Role: "A & B" are two friends with the same problem.
   Dilemma: The two of you are planning to go to the movies on Saturday. You are both friends with Sally/Jimmy. The two of you have been looking forward to going by yourselves. Sally/Jimmy has overheard your plans and is asking to come along.

4. Great Weekend!
   Role: "A" is a friend; "B" is a girl whose parents have gone away for the weekend.
   Dilemma: Your parents have gone for the weekend, leaving your older sister in charge. One of your responsibilities is to keep the house clean. Your friend "A" wants you to invite several friends over to make pizza and have a good time.

Decision-Making

5. Ride On!
   Role: "A & B" have the same problem.
   Dilemma: You have both been invited to a basketball game. You will be driven by a friend's older brother. You are concerned because you think there will be beer in the car before and after the game.

6. Mars Madness!
   Role: "A & B" have the same problem.
   Dilemma: You are both working together on a science project about the planet Mars. You have told your teacher you will build a model of the Explorer Satellite. You clearly need assistance to complete this project.

-Each pair of students can report on the decisions they made to solve their "dilemma."

-Have students discuss the following questions:

Which step was easiest?
Which step was hardest?
What difficulties did you have in agreeing on a solution?
How did you resolve the difficulties?

-Students can apply the steps in decision-making to a typical problem, then to a personal problem. To help the students write the chronology of actions or steps, the sample worksheet may be used.

SOURCE: Montgomery County Public Schools Career Education Scope and Sequence K-12.

STEPS IN DECISION-MAKING

1. IDENTIFY JUST WHAT THE PROBLEM OR DECISION IS.	IDENTIFY PROBLEM.
2. LIST AS MANY POSSIBLE SOLUTIONS AS YOU CAN.	GENERATE ALTERNATIVES.
3. DETERMINE THE CONSEQUENCES OF EACH DECISION OR SOLUTION. LIST THE ADVANTAGES AND DISADVANTAGES FOR EACH.	EVALUATE ALTERNATIVES.
4. SELECT THE ALTERNATIVE THAT IS BEST FOR YOU. IT MAY BE A COMBINATION OF ALTERNATIVES.	DECIDE ON BEST ALTERNATIVE.
5. PLAN SPECIFIC WAYS YOUR DECISION CAN BE ACTED OUT. THEN ACT ON YOUR DECISION.	MAKE PLANS AND ACT ON DECISION.
6. REVIEW THE OUTCOME OF YOUR DECISION. GO THROUGH STEPS AGAIN IF YOU ARE DISSATISFIED.	CHECK OUT HOW IT WORKED.

SOURCE: Montgomery County Guidance Curriculum.

STEPS IN DECISION-MAKING WORKSHEET

PROBLEM: You have a friend that your parents can't stand. They will be unhappy if you keep this friend. You want to keep your friend and have your parents change their minds about the friend.

WHAT DO YOU DO?

---

1. DEFINE: What is the problem? 1. _____

2. EVALUATE: What different things might I do? (alternatives) 2. _____

3. CRITICIZE: What might happen if I do each of these things? (Evaluate consequences) 3. _____

4. INDICATE: What is the best alternative? 4. _____

5. DEVELOP: What is my plan of action? 5. _____

6. EVALUATE: Did my plan work? 6. _____

USING THE SIX DECISION-MAKING STEPS, SOLVE A PROBLEM YOU HAVE OR HAVE HAD.

1. DEFINE: What is the problem? 1. _____

2. EVALUATE: What different things might I do? (alternatives) 2. _____

3. CRITICIZE: What might happen if I do each of these things? (Evaluate consequences) 3. _____

4. INDICATE: What is the best alternative? 4. _____

5. DEVELOP: What is my plan of action? 5. _____

6. EVALUATE: Did my plan work? or When and how will I evaluate it? 6. _____

SOURCE: SMASH, Howard County Public School System

*2.2.1 2.2.2 2.4.2
2.4.3 2.4.4

DECISION-MAKING

BEHAVIORS: List sequentially the steps and procedures involved in making educational and career decisions.
List four kinds of information needed to make career decisions.
Recognize that one's goals and the methods of attaining those goals may change.
Recognize that career decisions begin early and continue throughout one's lifetime.
Recognize the importance of alternatives in any plan.

ACTIVITY:

Students will need to combine information from activities related to all of the career education objectives to develop their high school four-year plans.

-A summary of the information can be placed on the "Career Study Summary." (See sample)

-The summary information may assist students in applying their decision-making skills to complete the "What Career May Be For Me?" worksheet.

-Emphasize that one's career perference may change throughout one's life.

-To assist them in developing their high school program, have students review the following information:

"Career Study Summary"
"What Career May Be For Me?" worksheet
Graduation requirements
Available high school courses

-Students may use the "Planning My High School Career" worksheet for practice prior to entering plans on their Career Folders.

CAREER STUDY SUMMARY

1. I have identified my important values:
   a. _____
   b. _____
   c. _____
2. I have identified the following work interests:
   a. _____
   b. _____
   c. _____
3. I prefer the following work conditions:
   a. _____
   b. _____
   c. _____
4. My favorite activities are:
   a. _____
   b. _____
   c. _____
5. The careers I have explored are:

Name of Career	Means of Exploration
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

6. I prefer to work with

   _____people _____data _____things

7. My tentative career preferences are:
   a. _____
   b. _____
   c. _____

WHAT CAREER MAY BE FOR ME?

STEPS	WHAT CAREER MAY BE FOR ME?
1. Identify the problem.	
2. Alternatives. (Choose 3) (Remember your strengths and interests.)	
3. Evaluate alternatives. (One positive and one negative consequence for each)	
4. Decision (Alternative that seems the best)	
5. Make plans (school courses, extra curricular activities, volunteer jobs)	
6. Review decision. (Would it satisfy what is important for you in a job?)	

Career of Interest: _____ Name: _____

PLANNING MY HIGH SCHOOL PROGRAM

Worksheet for Career Folder

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English _____	English _____	English _____	English _____
Physical Ed. & Health	_____	United States History	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Extracurricular Activities:	Extracurricular Activities:	Extracurricular Activities:	Extracurricular Activities:

1. List 6 subjects for each year, include alternative subjects where appropriate.
2. Keep graduation credits in mind:

4	English	2	Science
3	Social Studies	1	Physical Education
2	Math	8	Electives
	Total	20	

DECISION-MAKING

BEHAVIOR: List four kinds of information needed to make career decisions.

ACTIVITY:

Have students list the kinds of information they discovered about themselves and the world of work as a result of completing the various career education activities.

-Ask them to indicate the information that may be needed to make career decisions.

-Have students decide if there is further information needed. If so, where and how might such information be obtained?

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Recognize that several types of individuals may perform in the same job or occupation.

ACTIVITY:

Have the class divide into groups by sexes. Each group should brainstorm a list of jobs they think should be performed exclusively by males or females. Debating between the various groups could occur in regard to the designations made by the groups.

-Introduce occupations such as chef, pilot, nurse, professional athlete, etc., and ask students to comment as to whether they see these as male or female occupations. Why?

-Have students identify jobs which once may have been thought to be typical male or female occupations, but now seem to be open to either.

-Lead class discussion to some conclusions regarding sex stereotyping.

INTERESTS, APTITUDES, AND TALENTS

BEHAVIORS: Recognize that several types of individuals may perform in the same job or occupation.

Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.

Identify personal interests, aptitudes, and talents.

ACTIVITIES:

1. Careers and Life Styles

-Ask students to describe what family members might do on a typical Saturday. List some of the activities that indicate different life styles among families. Have students decide why the activity was being done. (It was a responsibility; it was a leisure time activity; it was a hobby; etc.)

-Ask students to name the working hours of a member of their family. Are the hours regular or variable? Does this person have to do work related to his job after working hours? How does the job affect the things the family does for leisure activities? Does the worker often have to be away from home after normal working hours?

-Discuss variable life styles and their relationship to the non-work aspects of a chosen career.

2. Life Styles in Literature

-Read to students or have them read the novel Shadow of a Bull by Maia Wojciechowska.

-Discuss the theme, the necessity when choosing a life's work of being true to oneself.

-Discuss the external factors, as well as the values and priorities, that influence Manol's ultimate choice.

3. What Preferences Tell Others

-Have students list eight things they enjoy doing out of school.

-Students can exchange lists. Names should be withheld.

-From the list given, each student is to write a descriptive paragraph about the person.

-The completed paragraphs can be given to the authors of the lists to show how their preferences have been interpreted by someone else.

INTERESTS, APTITUDES, AND TALENTS

BEHAVIOR: Identify personal interests, aptitudes, and talents.

ACTIVITIES:

1. Unit 4 - Values. Janus Job Planner, Janus Book Publications, pages 27-36.

   -Introduce values by asking students questions such as: what do you value more - money or beauty? power or fame?, etc.

   -List some values on the board and have students think of jobs that emphasize each value.

   -Conduct the "Values Inventory" on pages 28-30. Score and graph the results. (Use pages 31-32)

   -Have students read the sections on pages 33-35 that relate to their top three values. After reading, students can brainstorm to list jobs in each area.

   -Use the activities on page 36 to end the activity.

2. Unit 1 - Interests. Janus Job Planner, Janus Book Publications, pages 6-16.

   -Have students discuss how they like to spend their free time. Emphasize the idea that everyone has definite interests. Relate these interests to jobs by discussing how happiness at work can be achieved through a job that allows people to do things that interest them.

   -Have students complete the "Work Interests Inventory" on pages 8-10. They can score and graph the results using pages 11-12.

   -Students can explore their interests by reading the descriptions on pages 13-15 and completing the activities on page 16.

3. Unit 3 - Working Conditions. Janus Job Planner, Janus Book Publications, pages 23-26.

   -Ask students to generate a list of working conditions. Using the examples on page 23, discuss how some careers may adapt to different working conditions.

   -Students can complete the inventory found on pages 24-25 and summarize their results by using the checklist on page 25.

Interests, Aptitudes, and Talents

-Students can complete the summary activity of matching people and working conditions that is found on page 26.

4. Unit 7 - You and Your Attitude. Janus Job Planner, Janus Book Publications, pages 53-60.

   -Discuss definitions of attitude. Refer to page 53.

   -Students can complete the "Attitude Inventory" on pages 54-55 and graph the results using page 55.

   -Discuss how attitudes develop and change.

   -Introduce self-esteem, confidence, and personality as influences that shape attitudes. Have students develop definitions for each of these terms. Refer to page 56.

   -Students can complete the "Self-Esteem/Confidence/Personality Inventory" found on pages 56 and 57 and graph the results using page 58.

   -Use the questions on page 58 to conduct a class discussion.

   -Relate attitudes to jobs by using the activities on pages 59 and 60. When completing the "Supervisor's Rating Sheet", students can use "Student" as their job title and rate themselves in that capacity.

5. Students can record the results of the inventories they completed in activities 1-4 on the "Personal Career Profile." (See sample)

PERSONAL CAREER PROFILE

Values That Are Important To Me	Work Interests Inventory Results
1. 2. 3.	1. 2. 3.
Work Conditions That I Prefer	**Attitude Rating**
1. 6. 2. 7. 3. 8. 4. 9. 5. 10.	___Excellent ___Good ___Fair ___Poor ___Disaster

	Self-Esteem	Confidence	Personality
I'm doing great in			
I'm doing all right in			
I could use a boost in			
I need help in			

Given this profile, what career divisions or clusters might satisfy the traits of my profile?

Can I see myself in any of these career fields someday? Why or why not?

CAREER PLANNING

BEHAVIORS: Identify the major elements of a career plan.

Develop an individual career plan or profile which includes high school program selections, tentative career goals, and alternative ways to reach those goals.

ACTIVITY:

The completion of this activity should be the final one in the Career Education Unit. Students will need to use the knowledge and skills learned through completion of the other activities to effectively implement this one. Reinforcement of objective 2.4.2, 2.4.3, and 2.4.4 taught in grades 6 and 7 should be included.

-Students will complete the line for Grade 8 of the "Self-Reported Profile" in their Career Folders.

-Have students include the following factors in the formulation of plans:

Occupational information (career center, community resources, high school and Vo-Tech interests, aptitudes, values, talents)
Personal profile information
Decision-making skills
High school programs and courses
MSDE graduation requirements
Parents

-Students should be provided with information related to their respective high school programs and with MSDE graduation requirements. High school counselors may be asked to assist.

-Alternatives should be noted as students complete their four-year plans.

-Since parents play an important role in the formulation of high school four-year plans for their children, it is necessary to provide them with appropriate information. A Parent Night may be planned to explain graduation requirements, high school programs, and other career related information.

-Students may be involved in evening counseling sessions to assist in the development of four-year programs. A questionnaire for student completion and a data sheet for counselor completion could provide useful information for such sessions. (See samples.)

-Have students complete the "Post-High School Plans" section on their Career Folders and note alternatives.

STUDENT QUESTIONNAIRE

Name_____ Appointment Date_____ Time_____

In order for you to help us assist in the development of your four-year program of study, we would like for you and your parents to discuss the following items and record your ideas on this form. Please BRING THIS PAPER AND THE DORCHESTER COUNTY PROGRAM OF STUDY BOOKLET WITH YOU to the evening counseling program.

LIST THINGS THAT INTEREST YOU.

1.
2.
3.
4.

WHAT ARE YOUR STRENGTHS?

Academic	Other
1.	1.
2.	2.
3.	3.

WHAT ARE YOUR LIMITATIONS?

Academic	Other
1.	1.
2.	2.
3.	3.

CHECK THE LEVEL OF INSTRUCTION THAT YOU FEEL IS MOST APPROPRIATE FOR YOU.

Functional_____ Regular_____ Advanced_____

LIST EXTRACURRICULAR ACTIVITIES THAT MAY INTEREST YOU.

1.
2.
3.

WHAT ARE YOUR CAREER GOALS?

CHECK THE PROGRAM OF STUDY THAT YOU FEEL WOULD BEST MEET YOUR NEEDS.

Four-Year College Preparatory____ Specify area:_____
Vocational-Technical ____ Specify area:_____
General Education ____
Combination of Programs ____ Specify programs:

_____

_____

LIST ANY QUESTIONS OR CONCERNS THAT YOU HAVE REGARDING THE SELECTION OF COURSES THAT WILL MAKE UP THE FOUR-YEAR PROGRAM OF STUDY.

LIST ANY OTHER QUESTIONS OR CONCERNS.

STUDENT DATA SHEET

Name _____ Appointment Date _____ Time _____

I. PDS DATA

A. Standardized Test Percentiles — Results:

CAT Reading: Strengths _____

CAT Math: Limitations _____

CAT Total Battery: Other _____

SFTAA:

B. Report Card (grades 6-8) Trends — Results:

6th Grade Avg. Grade: Strengths _____

7th Grade Avg. Grade: Limitations _____

8th Grade Avg. Grade: Trends _____

Other _____

II. CAREER FOLDER DATA

A. Assessments: — Results:

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____

B. Career Aspirations:

General _____

Specific _____

III. TEAM RECOMMENDATIONS:

_____

_____

_____

NAMES OF PERSONS IN ATTENDANCE:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

IV. FOLLOW-UP:

CAREER CLUSTERS

When exploring the nine career clusters with students, teachers should refer to and use the career divisions which have been designated for each respective grade. The career education objectives which deal with career clusters and the knowledge, training, and skills required for representative jobs in those clusters may be approached in a variety of ways. An individual teacher's approach will depend upon student interest and aptitude, availability of materials, and specific content objectives which need to be met. Following are some examples of approaches which teachers may wish to consider in order to give a broad overview of the nine clusters and the knowledge, training, and skills necessary for specific occupations:

1. Based upon individual interest areas, students or groups of students may select and explore one representative job from each cluster.
2. Teachers may decide to focus on the clusters one at a time and explore with the students a variety of representative jobs from each.
3. The teacher may choose to have students be responsible for identifying a number of occupations to represent each cluster.
4. The teacher may wish to have different groups of students study and share with the entire class the knowledge, training, and skills required for several specific jobs under each cluster.

The sample "Student Career Research Guide" that has been included in this section may be used in conjunction with the language arts research unit.

CAREER CLUSTERS

Career Clusters (From the U.S. Department of Education)	OOH Occupational Clusters (From the Occupational Outlook Handbook 1982-83 Edition)
Agribusiness	Administrative and Managerial Occupations
Business and Office	Engineers, Surveyors, and Architects
Communications and Media	Natural Scientists and Mathematicians
Construction	Social Scientists, Social Workers, Religious Workers, and Lawyers
Consumer and Home Economics	Teachers, Librarians, and Counselors
Environmental and Natural Resources	Health Diagnosing and Treating Practitioners
Fine Arts and Humanities	Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician Assistants
Health	Health Technologists and Technicians
Hospitality and Recreation	Writers, Artists, and Entertainers
Manufacturing	Technologists and Technicians, except Health
Marketing and Distribution	Marketing and Sales Occupations
Personal Service	Administrative Support Occupations, including Clerical
Public Service	Service Occupations
Recreation and Hospitality	Agricultural and Forestry Occupations
Transportation	Mechanics and Repairers
	Constructive and Extractive Occupations
	Production Occupations
	Transportation and Material Moving Occupations
	Helpers, Handlers, Equipment Cleaners, and Laborers
	Military Occupations

CLUSTERS AND DIVISIONS FOR 8TH GRADE EXPLORATION

0/1	PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS
00/01	Occupations in architecture, engineering, and surveying
02	Occupations in mathematics and physical science
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
16	Occupations in administrative specializations
2	CLERICAL AND SALES OCCUPATIONS
20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
27	Sales occupations and commodities
3	SERVICE OCCUPATIONS
31	Food and beverage preparation and service occupations
33	Barbering, cosmetology, and related service occupations
36	Apparel and furnishing service occupations
4	AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS
42	Miscellaneous agricultural and related occupations
44	Fisher and related occupations
5	PROCESSING OCCUPATIONS
56	Occupations in processing of wood and wood products
57	Occupations in processing of stone, clay, glass, and related products
58	Occupations in processing of leather, textiles, and related products
59	Processing occupations
6	MACHINE TRADES OCCUPATIONS
62/63	Mechanics and machinery repairers
66	Wood machining occupations
69	Machine trade occupations
7	BENCHWORK OCCUPATIONS
72	Occupations in assembly and repair of electrical equipment
75	Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
78	Occupations in fabrication and repair of textile, leather, and related products
79	Benchwork occupations

Clusters and Divisions for 8th Grade Exploration

8 STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating
81 Welders, cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations

9 MISCELLANEOUS OCCUPATIONS

95 Occupations in production and distribution of utilities
97 Occupations in graphic art work

SAMPLE

STUDENT CAREER RESEARCH GUIDE

Grade 8 - Language Arts

Name_____ Date_____

List all sources on a separate sheet of paper at the end of the questions. Identify the number of the question(s) answered by each source.

1. What is the name of the job or profession that you have chosen to research?

2. What does a person in this occupation do?

3. What skills and kind of personality are needed for this job?

4. Why is this type of work necessary in our society?

5. What subjects should be studied in high school to prepare for this job?

6. Is education or training after high school necessary for this job? If so, what type of education or training after high school is necessary? How long will it take? Where will it be? How expensive will it be?

7. Where do people in this occupation work?

8. What is the salary range of this occupation?

9. What are the hours of this job?

10. What are the fringe benefits of this job? Retirement plan? Health insurance?

11. What are some names for different jobs in the same occupation area?

12. Is this job mostly outdoor or indoor? Sitting or standing?

13. What kinds of clothes are required for this job? (dressy, casual, or uniform)

14. What tools, materials, and equipment are necessary for this kind of work?

15. What special experiences or hobbies during the teenage years would be helpful to a person interested in pursuing this type of employment?

16. Are men and women equally employed in this occupation? Explain your answer.

SAMPLE

Career Research Guide

17. Are promotions possible in this occupation? Explain.

18. Is it possible to own your own business? Explain by telling why or why not.

19. Is personal neatness necessary in this area of work?

20. Name three places where a person with this job might work.

21. Does this job create a product or provide a service? What is the product or service?

22. At what times of the year are persons in this job busiest? Times of the day? Does it make a difference on this job?

23. Check the qualities necessary for this job:

patience	use good English	tactful
accuracy	like dangerous work	courteous
sympathy	good appearance	artistic
humor	nice clothes	clumsy
good hearing	manual dexterity	alertness
good vision	uncooperative	romantic
cleanliness	neat handwriting	slow
good memory	like working alone	quick temper
ambitious	able to sing	well-respected
athletic ability	honesty	calm
pleasing voice	enjoy talking	cheerful
good judgment	enjoy music	responsible
business ability	good reader	laziness
fond of outdoors	physical strength	good appetite

24. Two ways of getting started in this job are:
A.
B.

25. Tell how a person working in this job today might work differently from a person doing this same job twenty years ago.

26. What changes in the future might affect the way this job is performed?

27. Why is it important to be able and willing to follow directions on this job? Would a person in this job be more likely to give directions than follow directions?

Write one direction that a person in this job might be given.

28. Are there more or less people working at this job now than there were 20 years ago? Why?

SAMPLE

Career Research Guide

29. Are any special physical abilities necessary for this job? If so, name them.

30. Name three things you especially like about this job.

31. Name three things you would definitely not like about this job.

32. How does a person in this job need the help or cooperation of other workers during the work day? Explain.

33. Could a machine do this job as well as a person? Why or why not?

34. Name three people who have this job.

35. Name five things that might happen if everybody in this job went on strike for a month.

36. List 8 interesting facts you learned about this occupation.

37. Think of and list three emergencies that might arise during an ordinary workday.

38. Find an article in a newspaper or magazine which tells about this job in the news or a person in this job who made the news. Read the article. Bring the article to class to submit in your name.

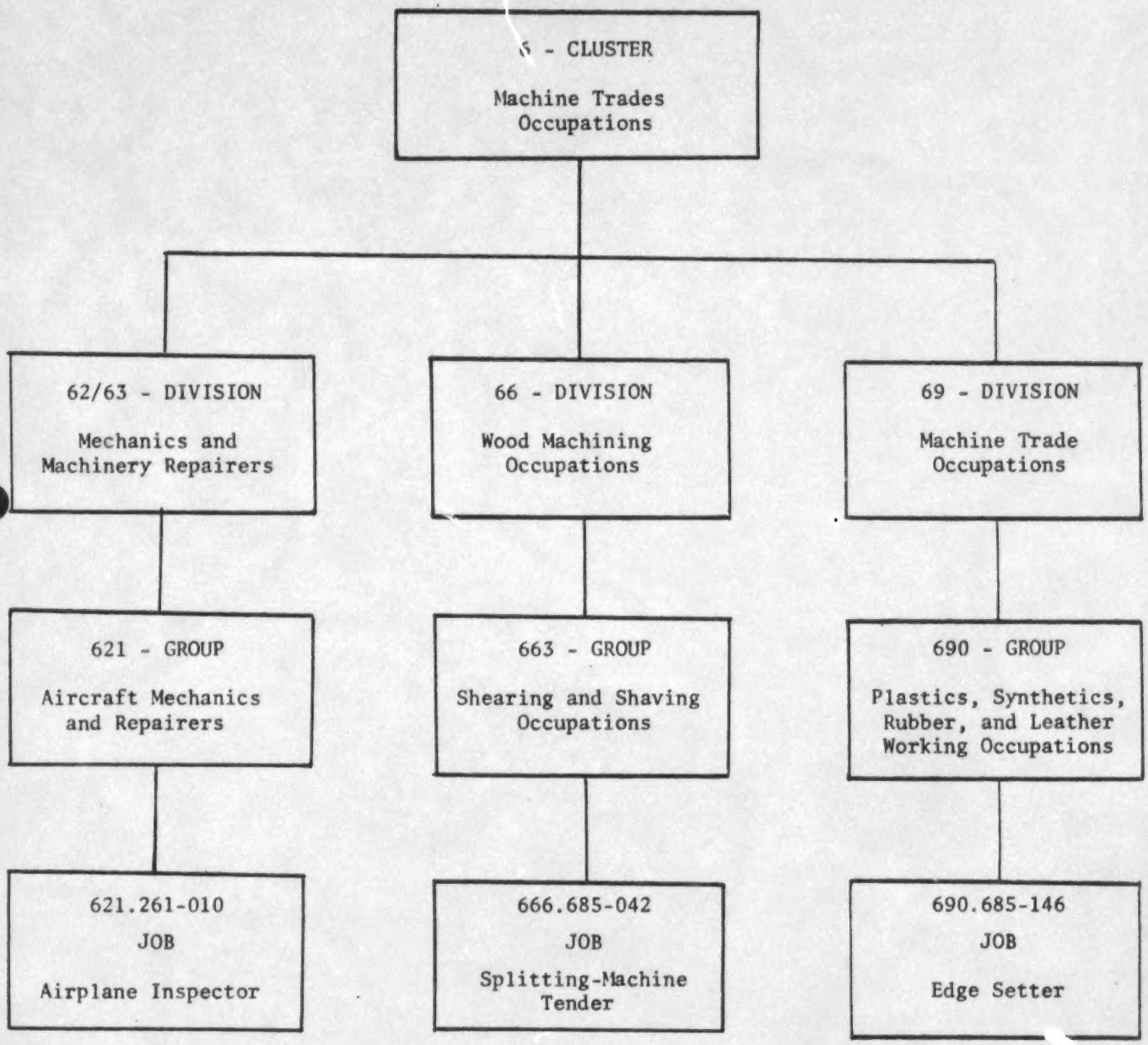
Oral Presentation

3-5 minutes of information obtained from career research.

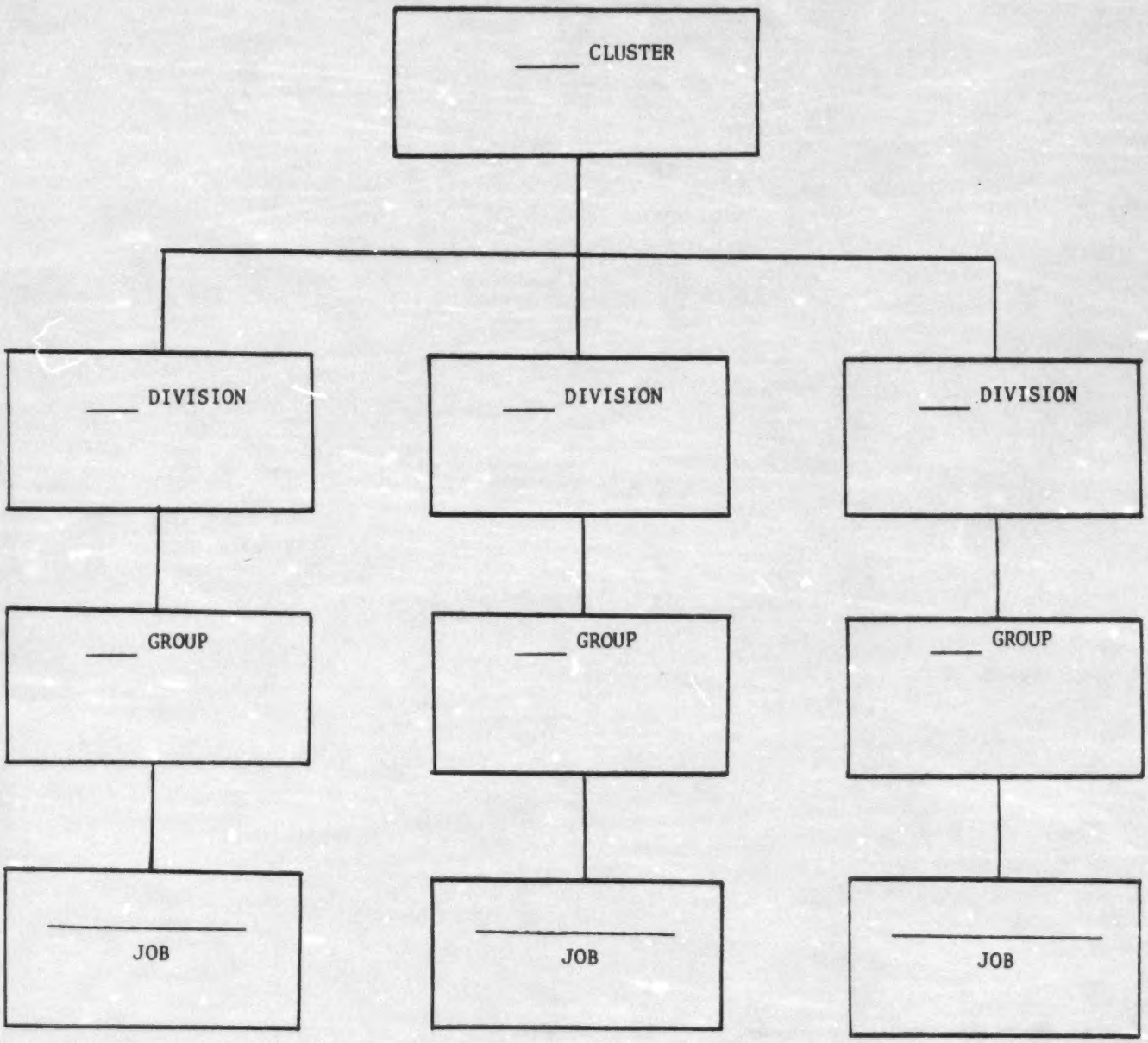
Should:

1. Develop a poster giving information or depicting some aspect of career.
2. Bring and explain one item connected with this career.
3. Show and summarize the news article you found about your career.

D.O.T. CAREER CLUSTER ORGANIZATION



CAREER CLUSTER ORGANIZATION DIAGRAM



Fill in blanks with:
1 digit to indicate a cluster
2 digits to indicate a division
3 digits to indicate a group
9 digits to indicate a job

CAREER CLUSTERS

BEHAVIORS: Describe career clusters.

List jobs in each of the clusters.

List the knowledge, training, and skill requirements of various jobs in each of the clusters.

ACTIVITIES:

1. Most students should be able to effectively use the Dictionary of Occupational Titles (D.O.T.). Use judgement as to student proficiency in this area. If review is needed, refer to the activities for sixth and seventh grades in describing career clusters.

   -Remind students of the alphabetical index in the back of the D.O.T. and of the numerical arrangement of the D.O.T. in which:

   1 digit indicates cluster
   2 digits indicate division
   3 digits indicate group
   9 digits indicate job

   -Have the Encyclopedia of Careers and Vocational Guidance and the Occupational Outlook Handbook available as additional resources.

2. Use the sample "D.O.T. Career Cluster Organization Diagram" to show students how a particular cluster and its job possibilities are organized. (See sample)

   -Have students complete one of the "D.O.T. Career Cluster Organization Diagrams" by filling in appropriate divisions, groups, and jobs under a selected cluster.

3. Have students list the knowledge, training, and skill requirements for the jobs they wrote on the chart.

4. Ask students to refer to the "Personal Career Profile" they completed for behavior 2.3.3; identify personal interests, aptitudes, and talents. Have them match jobs to their own profile.

CAREER CLUSTERS

BEHAVIOR: List the knowledge, training, and skill requirements of various jobs in each cluster.

ACTIVITIES:

1. Career Jigsaw: A Student-Team-Learning Technique

-Assign students to four or five-member heterogeneous teams. Select four careers representing the divisions which are suggested for eighth grade study in each D.O.T. cluster. Assign the four careers to the students in each team. Each student is responsible for becoming an expert on one career. A sample "Expert Sheet" for eighth grade students, including structural work occupations, follows:

EXPERT SHEET

Topics

1. Welders
2. Tool and diemakers
3. Maintenance electrician
4. Sheet-metal workers

-After receiving expert topics, students from different teams who have the same topics, meet to research and discuss their topics in an expert group. To research information pertaining to the sample expert topics, students can use the INFOjob series #4 and #5, which are located in all county middle schools. Students may independently complete a blank outline, or be given teacher assistance in developing one, to facilitate the notetaking process.

100% = 5 points	70-79% = 2 points
90-99% = 4 points	60-69% = 1 point
80-89% = 3 points	

-Refer to the sample "Career Jigsaw Quiz" on the following page, as an example, for developing similar quizzes to accompany the expert sheets.

-A small group of accelerated students can develop Jigsaw units for future class use. In doing so, they would need to:

Identify four occupations in one cluster and locate resource material for those occupations.

Career Clusters

Prepare an eight-question quiz on the four occupations.

Assist in the implementation of Jigsaw by monitoring expert groups and teams.

-The Career Jigsaw Quiz may be composed of eight short answer questions; two questions on each expert topic. Those questions which pertain to a student's expert topic count double. For example, if a student were an expert on the topic of sheet-metal workers, questions number 7 and 8 would count 20% each, while all other questions would be worth 10% for that student. A sample quiz to accompany the sample Expert Sheet follows:

CAREER JIGSAW QUIZ

1. _____ welding is mainly a machine process.
   A. Resistance B. Arc C. Gas

2. _____ is one of the most common means of joining metal parts.
   A. Diemaking B. Welding C. Drilling

3. _____ construct metal forms to shape metal in stamping and forging operations.
   A. Toolmakers B. Welders C. Diemakers

4. _____ produce devices that hold metal while it is shaved, stamped, or drilled.
   A. Toolmakers B. Welders C. Diemakers

5. _____ keep lighting systems transformers and generators in good working order.
   A. Millwrights B. Sheet-metal workers C. Maintenance electricians

6. Apprentices to experienced maintenance electricians start at about _____ percent of the skilled electrician's basic hourly pay rate.
   A. 40% B. 60% C. 80%

7. _____ are employed mainly by firms that fabricate and install heating, refrigeration, and air conditioning equipment.
   A. Maintenance electricians B. Sheet-metal workers C. Welders

8. The apprenticeship program for sheet-metal workers consist of ____ years of on-the-job training.
   A. two B. four C. six

For further information on implementing Jigsaw, consult Using Student Team Learning by Robert E. Slavin.

Career Clusters

2. Start a New Society

   -Tell students that the planet Mars has been made safe for human habitation. The United States intends to begin a new society there, but can send only ten people.

   -In order to decide the occupational composition of this new society, divide students into groups of five.

   -Students in the groups are to come to a consensus as to what ten people are to be chosen. The decisions of whom to take along are to be based upon the occupations of these people. Students need to brainstorm possible careers before making final decisions. Anyone suggesting a career should be able to support their choice by stating the knowledge, training, and skills that would make a person in that career valuable to the society.

   -After each group has decided upon ten career representatives, they can take turns reporting their decisions and comparing them with those of the other groups.

   -After sharing group decisions, students should see how many clusters were represented in the ten careers selected. Discuss the implications.

   -As a follow-up activity, students can refine the society and add ten more occupations.

3. Have students select a job that interests them and then write a want ad covering the skills, knowledge, and training needed for the job.

4. Have students write letters of request to organizations or corporations asking for job descriptions that include skills, knowledge, and training.

5. Assign students to read biographies of well-known people, noting special abilities that had an influence on the life of each person. Students might pay special attention to strengths and weaknesses of the famous person, as well as the themes which run through each biography. Students can report this information by creating a newspaper page for the bulletin board. Each student could write an article depicting some aspect of the special abilities of the character read about.

Career Clusters

Examples:

-Articles for sports columns could be taken from:

The Reggie Jackson Story by Bill Libby.
Babe Didrikson: The World's Greatest Woman Athlete by Gene Schoor.
Wheelchair Champions: A History of Wheelchair Sports by Thomas Y. Crowell.
The Loneliness of the Long Distance Runner by Alan Sillitor
Where Have You Gone, Joe DiMaggio? The Story of America's Last Hero by Maury Allen.

-Front page news articles could be written from some of the following:

Rescue Squad by Larry Ferazani. (A book about the emotional and physical stress in being on a fire department rescue squad.)
No Heroes, No Villains: The Story of a Murder Trial by Stephen Phillips. (A book about a district attorney's most difficult case.)

-An obituary could be written from Brian Piccolo: A Short Season by Jeannie Morris.

-Human interest stories about careers could be written from some of the following books by James Herriatt:

All Creatures Great and Small, All Things Right and Beautiful, and All Things Wise and Wonderful. (Books about the author's life as a country veterinarian.)

CAREER CLUSTERS

BEHAVIOR: Identify school subjects which help develop skill, knoweldge, and training needed in specific jobs.

ACTIVITIES:

1. Vocational-Technical students and the counselor may visit eighth grade classes to explain programs available, the subject in which students may enroll, the skills that may be developed, and career opportunities of the various programs. An opportunity for the eighth grade students to visit the Vocational-Technical Center would provide reinforcement of information.

2. High school students, particularly seniors, and counselors may provide the same kind of information emphasizing the various departments and subjects available for students, job related skills that may be developed, and career opportunities.

CAREER EXPLORATION

BEHAVIOR: Participate in and describe two or more career exploration or pre-vocational activities.

ACTIVITIES:

1. A Community Career Day may be organized by drawing upon community resources. After surveying areas of students' interests, appropriate resource people may be contacted to participate in a career day. Resource people need to be cognizant of what the school expects of them in terms of career information. The following list of questions, or a variation, may be sent to participants to aid them in preparing their presentations. Community Career Days may be organized by school, grades, or classes.

   Suggested Topics for Career Day Speakers

   What do you do? Describe your job.
   Why did you choose this career?
   What are the qualifications (educational requirements) for this career?
   What qualities would a person need for this career?
   What are the working conditions? (hours, salary, days or nights, outside or inside)
   What do you like most about your work?
   What do you like least about your work?
   Is there a need for more people to go into your field in the future?
   What other jobs are available in your career area? What education and/or training is necessary for these careers?
   Possibly allow some time for students to ask questions.

   -Following the Career Day(s), students may express their appreciation by writing thank-you letters to the participants.

2. Job Experience Kits (SRA) are simulated work experiences contained within twenty kits. Through exploration of the various kits, students have an opportunity to experience realistic work problems in specific occupations. The kits can be used in any school setting by allowing students to choose the job they wish to explore.

Career Exploration

3. Field trips are a means for students to gain career information that may be difficult to obtain from print.

   -Field trip activities include:

   Interview workers within a job context.
   Observe working conditions.
   Experience the environment of the occupations.
   Observe the dress of the workers.
   Observe the processes and procedures related to an occupation.
   Observe the cooperation, interrelationships, and interdependency of workers.

4. Guest speakers may be invited for class presentations. Prepare students by reviewing listening and notetaking skills. Students may be provided a blank outline on which to record major information given by various speakers.

5. Students can telephone or write to request printed materials such as job applications or specifications.

CAREER EXPLORATION

BEHAVIOR: Use school and community resources to obtain career information.

POSSIBLE COMMUNITY RESOURCES

- Parents of Students
- Personnel Departments of Businesses and Industries
- Ministerial Association
- Waterman's Association
- Farm Bureau
- College Students
- Chesapeake College
- Dorchester County Employment Office
- Dorchester County Board of Education
- Public Library
- Department of Social Services
- Health Department
- Dorchester General Hospital
- Eastern Shore Hospital Center
- Department of Juvenile Services
- Youth Counseling Center
- Department of Vocational Rehabilitation
- State Police
- University of Maryland Center for Environmental and Estuarine Studies
- Blackwater National Wildlife Refuge
- Soil Conservation Service
- Armed Services Recruiters
- Post Office
- Cooperative Extension Agents
  - Agriculture Extension Agent
  - Home Cooperative Extension Agent
- Public Utilities
  - Choptank Electric
  - Delmarva Power
  - C & P Telephone Company
- News-Media
  - The Banner
  - WCEM-WESP
  - Dorchester News

POSSIBLE SCHOOL RESOURCES

- Media Center
- Career Center
- Vo-Tech Center
- Students
- Counselors Career Materials
- Multi-Service Center
  - Students
  - Counselors
  - Career Materials
- High Schools
  - Students
  - Counselors
  - Career Materials

CAREER REFERENCE MATERIALS

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Encyclopedia of Careers

C.O.I.N.

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